

Analysis of Evaluation of Cognitive, Affective and Psychomotor Levels in RPP Aqidah Moral Class XI MA Muallimat Malang with Revised Bloom's Taxonomy

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Abstract

This research uses Bloom's Taxonomy Theory and analyzes the Learning Implementation Plan (RPP) for Aqidah Akhlak lessons in Class XI Madrasah Aliyah Muallimat Malang City. Systematic data analysis is a descriptive qualitative research method. National Education focuses on cultivating students' talents/potential to become people who are devout/faithful, have good morals, insightful and responsible. In the Revised Method, Bloom's Taxonomy consists of three domains: the cognitive domain focuses on the intellectual aspect, the affective domain contains behavior and activities related to the application of the values of Islamic teachings, for example the application of behavior or customs, and the psychomotor domain focuses on the function of motor skills. or physical skills. and learning media such as direct learning, questions and answers, discussions etc. For research results related to implementation, deviant attitudes and actions, such as lying and lack of discipline. Based on data analysis of the results of the formulation of the RPP MA Muallimat Malang City, the presentation reached 64.5% at level C4.

Keywords: Analysis, RPP, Revised Bloom's Taxonomy..

INTRODUCTION

The history of Bloom's Taxonomy begins in the mid-1950s when Bloom and his colleagues stated at the American Psychological Association Conference in 1948 that exemplary impression awards conducted in universities showed that most of the problems posed merely sought the ability to express mental memory. According to Bloom, memorization constitutes the lowest level of acting ability. This level must be reached higher if the brewing effort needs to build smart skills in the fighting sky. According to Rento Utari (2022).

Taxonomy is a term that targets a classification or group of goals based on certain characteristics. Taxonomy is used as part of the guide to categorize preparation targets (Magdalena et al., 2020). Benjamin Samuel Bloom, a consultant from Lansford, Pennsylvania, who received his doctorate from the University of Chicago in 1942, was the first to popularize taxonomy. (MESA) is a University of Chicago program founded by Bloom. He was also honored as chair of the Developmental Communities Research Committee of the College Entrance Examination Council and president of the American Educational Research Association (Kartini et al., 2022).

Bloom's Taxonomy divides cognitive behavioral skills into six categories. The cognitive domain revised by Anderson and

Krathwohl includes the following perspectives: remember (remember), understand (understand), apply (apply), analyze (analyze), create (create), and analyze (analyze). The process of intersecting the subject acts in small stages and determines the algae association of each stage and the overall gatra (Oktaviana and Prihatin, 2018).

In 1994, one of Bloom's students, Lorin Anderson Krathwohl, and a group of psychology experts with an understanding of cognitivism revised Bloom's taxonomy to agree with the current trends. The results of the written recommendations were published in 2001 under the title "Revised Bloom's Taxonomy". Revisions are solely carried out at the cognitive domain threshold, namely:

1. Addition and subtraction of keywords at each taxonomy level from singular to plural.
2. Improvements occur at almost every level of the hierarchy, but the order of organization of these levels remains the same, from the lowest to the highest.

Substantial changes arise in positions 5 and 6. These improvements are caused, among other things, by the following:

Behavior, which is categorized based on the cognitive domain, includes intellectual elements such as knowledge and thinking abilities. Meanwhile, the affective domain

includes behavior related to emotions, including feelings, values, interests, motivation and attitudes. Finally, the psychomotor domain includes behaviors centered on manipulative functions and motor skills, such as swimming and operating machines. These three domains, which are usually called Knowledge, Skills and Attitudes (KSA), are associated with different aspects: The Cognitive aspect emphasizes knowledge, Affective focuses on attitudes, and Psychomotor focuses on abilities.

The primary goal of the educational process is to facilitate student growth and progress toward specific educational goals. This process is centered on the dynamic interaction between students, educators, and various educational tools in the educational environment. The aim is to cultivate the potential, abilities and inherent qualities of students, enabling them to align their development with societal standards and expectations. (Ayu Rahayu, 2022).

In his work, Supraman Mannuhung (2018) defines education as a deliberate, structured and methodical effort that aims to develop individuals into obedient followers and representatives of God in our world. Islamic religious education, on the other hand, is a purposeful and coordinated effort to equip students with knowledge, understanding, and respect for the teachings of the Islamic religion which are found in the sacred texts of the Koran and Hadith. To stem the rise of juvenile delinquency, various methods are taken, including providing guidance, teaching, training, utilizing past experiences, and participating in religious extracurricular activities. (Suparman Mannuhung : 2022) Addition and subtraction of keywords at each taxonomy rank from singular to plural

Islamic religious studies at Madrasah Aliyah (MA) or other schools are very important because of the changing times throughout the world, with various things that can have a positive impact both from within and without. Schools and madrasas are usually less effective in developing students' ethics, morals and morals as well as religious attitudes and behavior.

METHOD

The research carried out in this study used library research methods, which involved collecting and reconstructing data from various sources such as books, journals and existing research (Fadli, 2021). The main aim of this descriptive research is to obtain qualitative research findings through written explanations. The data analysis process in this research consists of three steps: namely data reduction, data presentation, and drawing conclusions. This research took place at MA Muallimat Malang City, data collection was carried out using the following methods: Observation, namely direct observation carried out by researchers at close range with the research subjects; Interviews, which include face-to-face interviews as well as communication via telephone and WhatsApp; and Library/Reference, namely collecting information and data through references from books. The method for analyzing data involves collecting from a collection of data sources, including interviews, observations, and also book references related to the title of this research. Then, conclusions are made according to the discussion and data sources explained.

RESULTS AND DISCUSSION

The three formulations that will be analyzed according to Bloom's Theory Revision are as follows: Madrasah Aliyah Muallimat Malang City applies the 2013 curriculum and RPP which emphasizes the use of the story approach. This is a viable option for Islamic religious education, especially in teaching moral aqidah. The analysis will revolve around these three formulations, taking into account Bloom's Revised Theory, namely:

A. Analysis of the formulation of RPP for Semester

The 2013 curriculum is structured based on competencies. Level of ability the concept of core competency refers to the achievement of graduate competency standards required by students in their respective study programs.

In the context of Aqidah Akhlak, the planning stage includes various activities such as identifying relevant topics, formulating indicators, and creating learning

plans. Teaching materials are carefully prepared and improved through the use of storytelling techniques, with the aim of facilitating student understanding, fostering enthusiasm, and encouraging active participation in the learning process. The stories selected by Aqidah Akhlak teachers play a very important role in achieving this goal. teaches praiseworthy qualities, principles of goodness, and exemplary qualities. The author believes that the choice of stories used in the MA Muallimat Malang City learning module is very limited. The material taught only comes from narratives of prophets and women who were guaranteed a place in heaven, including Khadijah Al-Qubra, Asiah, the wife of Pharaoh, and Maryam, the mother of Prophet Isa AS, who also contributed to this story. Plus, the story of the Prophet's friend, Khulafaur'rasidin, adds depth and is also very enlightening and inspiring for students. This can be used as a role model for teachers and students.

In practicing religious teachings, changing behavior is very important. Spiritual attitudes, social attitudes (affective), knowledge (cognitive), and skills (psychomotor) are greatly influenced by core competencies 1. Learning process, 2. Assessment, 3. Enrichment, 4. Remediation, 5. Interaction of teachers, students and people old, are five things that should receive special attention. According to Rohani Ahmad (2004), education shows a deep understanding of the nature and needs of students, effectively organizing learning activities throughout the process, from planning and implementation to evaluation.

Bloom's Taxonomy in the perspective of Islamic Education includes:

1. In Bloom's cognitive taxonomy, when studying educational science, it is divided into remembering, understanding, applying, analyzing, evaluating, and finally creating.
2. For the affective domain, it is the development of a perfect and good mental attitude. In the affective/attitude aspect, this is an example and not at a theoretical level.
3. Psychomotor skills are further categorized into four areas.

- a. Believing in Allah SWT On the pillars of faith and trust in Allah SWT through attitudes, actions and morals that are vertical and horizontal,
- b. Always read the Al-Quran according to its reading, understanding, interpretation and application in everyday life.
- c. Able to perform prayers correctly in accordance with the requirements of Islamic law.
- d. Able to imitate the character and behavior of the Prophet Muhammad SAW and the companions of the Prophet.

B. Is the learning process of Bloom's Taxonomy in class less supportive or is there a gap in the formulation of lesson plans for Semester

To encourage effective learning, it is important to prioritize the outcomes students will achieve and how those outcomes can foster deep understanding, intelligence, patience, persistence, opportunity, and quality. This transformative process can reshape thought patterns and attitudes, which ultimately leads to practical application in everyday life (Khanifatul, 2014). Effectively, educational goals must be achieved and in line with national education goals, namely making students' progress, turning them into individuals who embody the qualities of loyalty, devotion, nobility, knowledge, innovation and independence.

At the MA Muallimat education level in Malang City, PAI, especially the Aqidah Akhlak subject, stories are taught in grade 11. However, because it only teaches two stories in the RPP and learning syllabus, the implementation of PAI is very limited. The RPP must be revised and the syllabus must be adjusted to the 2013 curriculum. The government is still designing the independent curriculum. (Mr. Arifin and Mrs. Adibah, PAI teachers at Madrasah Aliyah Muallimat, Malang City, interviewed).

Table 1. (RPP) Madrasah Aliyah Muallimat
 Malang City

No	Basic competencies	Indicators of Competence Achievement
1.	Having knowledge and understanding of appropriate modesty in matters of dress, jewelry, transportation, hospitality, and social calling is essential.	Cultivating a mindset that upholds high morals in the fields of fashion, interior design and exploration, and receiving guests well
2.	Maintain good etiquette when dressing, decorating, traveling, and receiving guests	Learn how to behave in a proper manner when dressing, decorating, traveling, and receiving guests
3.	Able to Understand moral values such as dressing neatly, traveling, and treating guests with respect.	a. Provide an explanation about understanding moral values such as dressing, decorating, traveling, visiting, and receiving guests b. Provides an explanation of the moral role of dressing, adorning, and traveling, receiving and receiving guests c. Explains moral values in dressing, grooming, traveling, having fun, and entertaining guests.
4.	Practicing moral values, such as dressing well, traveling, and	Maintain etiquette, such as dressing well, traveling, and receiving guests

receiving
 guests in daily
 life

Table 2. Learning activities at MA Muallimat
 Malang City

No	Learning Activities
1.	Students observe learning media in class, with direct learning, questions and answers, discussions, etc.
2.	Each student does the assignments/tests instructed by the teacher
3.	Each student collects their assignments through student worksheets

Table 3. Learning objectives at MA Muallimat
 Malang city

No	Learning objectives
1.	By observing and discussing, students can learn about good behavior such as grooming, dressing, traveling, visiting, and receiving guests.
2.	Students have the opportunity to see pictures and events around them and provide examples of good moral behavior such as dressing up, dressing up, traveling, visiting and receiving guests.
3.	Through discussion and observation, students can learn about moral wisdom.

C. Based on the formulation of the RPP for learning Aqidah Akhlaq Semester XI, how many levels? presentation Bloom Level achievement from one to six

In the teaching process at Madrasah Aliyah Muallimat City Malang, three aspects of Bloom's taxonomy are applied. While the cognitive dimension is applied at the level of knowledge, understanding, application and evaluation, the affective dimension is applied at the level of acceptance, formation,

participation and appreciation. Psychomotor aspects are understood at the level of complex movements and exercises.

Based on the explanation above, the achievement of Bloom's Taxonomy analysis did not reach the highest level, Level 6 (C6). On the other hand, the presentation of various statements reaches level 4 (C4), namely the level of analysis. The affective domain provides a good indication of students' attitudes towards the material taught by the teacher, active participation in learning through student observations and discussions, and the ability to talk about the main features of the story told by the teacher. They can also point out and confront good and bad values.

The cognitive domain represented by Bloom's taxonomy is the ability to separate a person's intelligence based on the size of its components in order to obtain a more comprehensive understanding of the impact resulting from the student's learning process. When the highest realm of intelligence dominates each individual or student, the level of intelligence increases and influences a person's attitudes and behavioral patterns (Bloom's Taxonomy, 2022).

Cognitive, emotional and psychomotor aspects are very important for assessing student learning outcomes. The physical psychomotor ability to respond to good and bad stimuli is known as intelligence. Intelligence is not only related to the quality of the mind, but also to other parts of the body. This activity has a great influence on the learning process. Individuals who have a higher level of intelligence find it easier to succeed in learning, while those who have a lower level have more difficulty achieving this (Siti Miftachul Ummah, 2018).

MA Muallimat Malang City does not use the independent curriculum when studying, because it still uses K13. Islamic schools face moral problems, for example the nature of students who lie to teachers and student indiscipline outside and in the classroom. It is very important to educate children from an early age in terms of faith

and morals so that they get used to being polite and behaving well in public.

According to the results of the Revised Bloom's Taxonomy analysis, the Malang City MA Muallimat learning implementation plan will show that basic competencies remain at the cognitive domain level. This means memorizing, understanding, applying, applying, analyzing, evaluating, and assessing through written tests and exams; In Bloom's Taxonomy, level four is the level of analysis, although at this level it is still considered imperfect because people are not yet ready to analyze. Assessment of RPP with a summary of psychomotor concept maps at MA Muallimat Malang City. Therefore, the indicators produced from the competency achievement criteria still need to be improved so that the results can be better in the future.

The author states that there are several things that need to be improved. when developing the RPP Madrasah Aliyah Muallimat Malang City, namely:

1. The curriculum and teaching materials must be developed based on the 2013 and current curriculum.
2. The material, objectives and competencies to be achieved must be identified.
3. The scope of intellectual abilities must be explained by learning competencies in the cognitive, affective and psychomotor fields.
4. There needs to be a balance/variation between the way of teaching and the design of learning.
5. Explain the assessment clearly.
6. An Islamic Religious Education teacher must also have pedagogical, personal, social, practical and leadership skills.

CONCLUSION

In the Aqidah Morals subject at MA Muallimat Malang City, PAI learning, especially Bloom's Taxonomy, is expected to be applied/implemented in the cognitive, affective and psychomotor domains which are crucial in assessing student learning outcomes.

Analysis According to the formulation of the Moral Aqidah lesson plan for Class XI, the topic of introducing commendable ethics goes up

to Level 4, namely analysis. However, there are several obstacles in its implementation, examples include deviant behavior such as lying or lack of discipline. The learning process in class using Bloom's Taxonomy has also not been intellectualized in the development of lesson plans for Aqidah learning in Class

Cognitive, emotional and psychomotor competencies have met the competency criteria, but still need coaching in the learning process. At Level 4, students have reached from Level 1 to Level 6 based on Bloom's taxonomy theory, and based on data analysis calculations from the development of lesson plans for Class XI Moral Aqidah learning at MA Muallimat Malang City, as many as 64.5% of students attended. From these results, it can be concluded that the cognitive, affective and psychomotor aspects of competence meet the competency criteria, although they need guidance in the learning process.

SUGGESTION

The advice that can be given in this journal is that it is necessary to carry out further testing/research on evaluation analysis with other lessons using Bloom's Taxonomy and also for further research it is hoped that you will prepare what will be done so that the research will be as expected.

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