Evaluation of the Application of Bloom's Taxonomy in Islamic Religious Education Learning

Riyas Agung Pangestu[1]* & Ari Anshori[1]

[1]Muhammadiyah University of Surakarta, Indonesia
*Co-email: O100230061@student.ums.ac.id Aa112@ums.ac.id

ARTICLE INFO	ABSTRACT
	Education is the most important thing in human life entitled to get and expected to always develop in it, education has the meaning of a life process in developing each individual to be able to live and live life. Man is educated to be a good useful person. The first education obtained by each is the family environment, school environment, and community environment This research was designed using a qualitative approach because the expected results were not in the form of numerical data. Selection of qualitative approach in the preparation of research This research also uses a type / research approach in the form of literature studies Cognitive aspects refer to the processes of thought, knowledge, and understanding involved in learning and other intellectual activities Evaluation of cognitive aspects can be done through written tests, exams, project assignments, and presentations

INTRODUCTION

Education is the most important thing in human life (Widiansyah et al., 2018), This means that every human being deserves it and is expected to always develop in it, education in general has the meaning of a life process in developing each individual to be able to live and live (Anak & Dasar, 2015). So being an educated person is very important. Man is educated to be a good useful person. Education can be used where I am like in the family environment, school environment and community environment. Informal education is education that a person obtains from everyday experiences consciously or unconsciously, from birth to death. This educational process lasts a lifetime. Development in the world of education is very rapid and fast, therefore it takes expertise and good will to run education. Learning is a series of teaching and learning processes that are oriented to achieve learning objectives and shape the character of students who have good ethics (Baroroh et al., 2018).

Education is always related to human development efforts, so the success of education depends very much on the human element. The human element that most determines the success of education is the implementer of education, namely the teacher. Teachers are the spearhead of education (Mansir et al., 2020) Because teachers directly seek to influence, foster, and develop students' abilities to become intelligent, skilled, and highly moral human beings.

The teacher is the motor or driving force of all learning components to achieve predetermined goals. The learning process is an activity to educate students in a better direction. Improving the quality of learning is largely determined by various conditions, both internal conditions and external conditions of the school itself. A good teaching and learning process is based on a good interpersonal relationship between students and teachers, students with students, and students with teachers occupy an important position for the formation of socio-emotional conditions. Research shows that the social environment or classroom atmosphere is a major psychological determinant that influences academic learning (Selatan, n.d.).

The real purpose of learning is to acquire knowledge in a way that can train students' intellectual abilities and stimulate curiosity and motivate their abilities. Benjamin S. Bloom argues that the taxonomy of educational objectives must always refer to three kinds of domains inherent in students, namely: the domain of thought processes or cognitive domain, the domain of values or attitudes or affective domain, and the realm of skills or psychomotor domain (Ruwaida & South, 2019). The objects of evaluation of PAI learning outcomes are all evaluation targets which include cognitive, affective and psychomotor aspects. The subject of evaluation of PAI learning outcomes is evaluation actors such as teachers, principals, lecturers The scope of evaluation of PAI learning outcomes is the domain of learning outcomes, learning systems, learning processes and outcomes, and competencies (Taksonomi et al., 2024).

However, there are often various problems related to the implementation of evaluation in the field such as the lack of linkage between evaluation and predetermined learning objectives, resulting in confusion and loss of focus. In addition, the presence of cultural bias and incompatibility of evaluation instruments with the background of learners can lead to unfair results. Excessive focus on cognitive aspects, lack of attention to affective and psychomotor aspects, and pressure on final results are also obstacles in the assessment of learning. Based on the above background, it is necessary to study the cognitive, affective, and psychomotor domains as objects of evaluation of Islamic religious education learning outcomes

LITERATURE REVIEW

Bloom's taxonomy introduced by Benjamin Bloom in 1956, has become a very useful tool in education for classifying learning objectives into different cognitive

levels. In the context of Islamic Religious Education (PAI) learning, the application of this taxonomy aims to improve the quality of the learning process in a structured and comprehensive way. The application of Bloom's Taxonomy in PAI assists teachers in designing and evaluating learning programs that not only emphasize mastery of religious knowledge, but also on deep understanding, application, analysis, synthesis, and evaluation of religious concepts. Research shows that students who learn through this approach tend to have a better understanding and are able to relate religious knowledge to the context of their daily lives. The application of Bloom's Taxonomy in PAI assists teachers in designing and evaluating learning programs that not only emphasize mastery of religious knowledge, but also on deep understanding, application, analysis, synthesis, and evaluation of religious concepts. Research shows that students who learn through this approach tend to have a better understanding and are able to relate religious knowledge to the context of their daily lives.

In the affective realm, Bloom's taxonomy also plays an important role in developing Islamic attitudes and values in students. The application of this taxonomy allows teachers to design learning that not only transfers knowledge, but also shapes students' character and morals in accordance with Islamic teachings. For example, through this approach, students can be more involved in reflective activities and discussions that foster empathy, tolerance, and appreciation for differences. Research shows that students who engage in Bloom's Taxonomy-based learning tend to show improvements in religious attitudes and commitment to Islamic values

The application of Bloom's Taxonomy in PAI learning is not without challenges. One of the main challenges is teachers' lack of training and understanding of how to effectively implement this taxonomy in their curriculum. Many teachers are still limited to traditional teaching methods that focus more on memorization than critical and reflective understanding. In addition, support from educational institutions is also important to provide adequate resources and training. To overcome these barriers, a sustainable and systematic approach is needed, including intensive teacher training programs and curriculum development that supports the comprehensive application of Bloom's Taxonomy in Islamic Religious Education learning. Thus, this taxonomy can really make a significant contribution in shaping students who are not only intellectually intelligent, but also strong in faith and morals.

METHOD

This research was designed using a qualitative approach because the expected results were not in the form of numerical data. The choice of qualitative approach in the preparation of this research was carried out because it was more in accordance with the discussion to be explored. Qualitative data is selected to enable natural and authentic presentation of data. This means that the data collected reflects the real

situation and is profound, so that with a qualitative approach, all aspects can be understood thoroughly and deeply according to the actual reality (Hasibuan et al., n.d.).

This research also uses a type / research approach in the form of library research (Puspitasari & Ulum, n.d.) or literature studies. Literature study is a research activity carried out using information and data collection techniques with the contribution of various supporting tools found in libraries such as reference books, the results of similar research that has been done before, articles, notes, and various journals related to the problem to be solved. Research activities are carried out in a structured manner to group, work, and formulate data by applying certain ways/programs to find solutions to existing problems. The advantages of the literature study method include time efficiency, accessibility of information sources, and contribution to an in-depth understanding of research issues without conducting direct experiments. However, researchers also need to be careful of the literature and ensure that the sources used have high credibility and relevance to the research questions.

DISCUSSION

Cognitive Aspects

The cognitive aspect refers to the processes of thought, knowledge, and understanding involved in learning and other intellectual activities. It includes various abilities such as problem solving, analysis, synthesis, evaluation, and decision making. Various cognitive theories have been developed to explain how humans acquire, process, and store information (Zubaidah & Malang, 2017). An example is Piaget's theory of cognitive development which emphasizes the importance of the stages of cognitive development in human life. Cognitive taxonomy, such as Bloom's Taxonomy or SOLO's Taxonomy, provides a framework for classifying different levels of thought or levels of cognition. It helps educators to plan learning activities according to the student's level of understanding.

The cognitive aspect is very important in learning because it allows students to understand and use the information provided, as well as to develop critical and analytical thinking skills that are essential in everyday life (Materi et al., 2019). Cognitive aspects have a direct relationship with student learning outcomes. The higher the level of cognitive thinking students achieve, the better their ability to understand, analyze, and apply the information learned in the context of new situations.

The importance of the role of cognitive aspects in Islamic religious education because it allows students to understand correctly the teachings of Islam, deepen faith, and strengthen spiritual connections with Allah Swt. A deep understanding of Islam also helps students appreciate cultural and religious diversity and promotes tolerance and understanding between religious communities. The components of Cognitive

Aspects in Islamic Religious Learning are: understanding Qur'an and Hadits, Islamic historical studies, understanding theological concept, and understanding religious practice.

First, understanding of the Qur'an and Hadith. Involves the understanding and interpretation of the sacred texts of Islam, as well as the application of the moral and ethical teachings contained therein. Second, islamic historical studies. Understanding the development of Islam from its earliest times to the present, including key events in Islamic history and the contributions of prominent figures in Islamic civilization.

Third, understanding theological concepts. Understand basic concepts in Islamic theology such as Tawhid (belief in the oneness of God), *Risalah* (belief in prophethood), and Hereafter (belief in life after death). Fourth, understanding religious practices. Learning the procedures of worship, religious laws, and other religious practices practiced by Muslims.

Student-centered learning approaches, problem solving, project-based learning, and group discussions are some effective strategies for developing students' cognitive aspects. By providing opportunities for students to think critically and solve problems, educators can help them reach higher levels of thinking. By paying attention to cognitive aspects in detail, educators can design adequate learning experiences to help students achieve deep understanding and strong thinking skills. This will contribute to the achievement of better learning outcomes in an educational context, some of the components of learning that can be use interactive learning, use of diverse learning sources, and use of technology.

Interactive Learning such as group discussions, case studies, and presentations can be used to encourage students to think critically and analyze Islamic religious concepts. Use of Diverse Learning Resources means se textbooks, articles, videos, and other learning resource materials to provide a comprehensive understanding of Islam. Use of Technology, utilize technology such as online learning platforms, mobile applications, and multimedia to enrich students' learning experience.

Evaluation of cognitive aspects involves the use of various evaluation tools such as objective tests, subjective tests, projects, and assignment tasks. In cognitive evaluation, it is important to ensure that the evaluation instruments cover different levels of thinking and cognition. This cognitive aspect has a relationship with learning outcomes because the development of strong cognitive aspects is positively correlated with the achievement of good learning outcomes in Islamic religious learning. Students who have a deep understanding of Islamic religious concepts tend to have a stronger connection with Islamic values and are able to apply those teachings in everyday life.

Teachers have an important role to play in helping students develop their cognitive aspects through clearly delivering material, stimulating in-depth discussion,

providing constructive feedback, and creating an inclusive and open learning environment. By paying attention to cognitive aspects in detail, educators can design adequate learning experiences to help students understand the teachings of Islam in depth. This will help students develop greater faith, understanding, and appreciation of Islamic religious values

Affective Aspect

The affective aspect is the emotional dimension and attitude of individuals that influence their behavior, responses, and interactions to certain environments and situations. It includes feelings, values, attitudes, and motivations that affect a person's learning experience and social interactions (Paputungan & Paputungan, 2023). The affective component includes several aspects including feelings (emotions), values, attitude, and motivation. Feelings (emotions), includes emotional responses to a particular situation or stimulus. Emotions such as joy, anxiety, happiness, or sadness affect a person's attitude and behavior towards learning.

Values refers to the beliefs, principles, and moral concepts that shape an individual's view of the world. Acquired values influence motivation and learning decisions. Attitude relates to the positive or negative evaluation of a particular object, person, or concept. A positive attitude towards learning and the learning environment can increase student motivation and engagement. Motivation, is an internal drive that affects the level of effort and perseverance in achieving goals. High motivation is related to the interest, relevance, and value of learning importance for individuals.

While this affective aspect can also be correlated with Islamic religious education using other components including emotions and feelings, values and morals, and attitudes and ethics. Emotions and Feelings, involves emotional responses such as admiration, amazement, longing, and love for the teachings of Allah SWT and the Prophet saw. Values and Morals, learn and internalize Islamic religious values such as honesty, compassion, helpfulness, and justice. Attitude and Ethics, forming positive attitudes such as respect for others, tolerance, humility, and willingness to share and help others.

The affective aspect plays a key role in effective and continuous learning. When students feel comfortable, motivated, and emotionally engaged in learning, they tend to achieve a deeper and sustained understanding. The development of affective aspects requires a supportive learning environment, positive relationships between students and educators, and opportunities for reflection and personal growth. Teachers can develop the affective aspects of students through providing support, praise, rewards, and providing good role models.

The affective aspect of Islamic religious learning also plays an important role in education because it helps students develop a deep connection with Islamic teachings,

increase faith, and strengthen the moral values that underlie their behavior. It also helps students internalize Islamic religious values in their daily lives. Education can be developed using affective aspects by applying it to learning such as self-reflections, discussion and sharing, and hand-on experience. Self-Reflection is giving students time to reflect on the meaning of Islamic religious teachings in their own lives and how they influence their attitudes and behavior. Discussion and sharing, encourage students to share their experiences, thoughts, and feelings about the teachings of the Islamic religion, and how it affects their lives. Hands-on experience, organize visits to holy places, charity projects, or social activities that deepen the student's spiritual experience and Islamic religious values.

Evaluation of affective aspects can be done through behavioral observation, assessment of attitudes and values, and assignments that emphasize students' reflection and emotional experience of Islamic religious teachings. Evaluation is applied to obtain good learning outcomes because the development of strong affective aspects contributes to the achievement of better learning outcomes in Islamic religious learning. Students who have a deep connection with Islamic teachings tend to have a stronger faith and apply Islamic values in their daily lives.

The strategy used is a learning approach that integrates project-based learning, reflective discussion, providing constructive feedback, and paying attention to the emotional needs of students can help in the development of their affective aspects. By paying attention to affective aspects in detail, educators can create learning environments that support, motivate, and inspire students to reach their full potential. This will ensure continuous and meaningful learning for the holistic development of individuals

Psychomotor Aspects

The psychomotor aspect is a dimension related to the development of physical skills, movements, and physical actions in learning and practical activities (Nurwati, 2014). In the context of Islamic religious learning, this aspect includes ritual skills, worship practices, and other practical activities involving physical movements. The components of this psychomotor aspect include: ritual skills, speaking skills, and behavioral skills.

Ritual Skills, includes skills such as prayer, fasting, ablution, and other worship ordinances. The development of these skills involves continuous learning and practice. Speaking skills is the ability to communicate effectively in the context of the Islamic religion, including the recitation of the Qur'an, the recitation of prayers, and religious speeches. Then, behavioral skills, including attitudes and behaviors that are in accordance with Islamic religious teachings, such as tolerance, compassion, honesty, and discipline in carrying out worship.

The psychomotor aspect has an important role to play in strengthening the connection between religious beliefs and daily religious practice. Through the development of psychomotor skills, students can internalize Islamic religious values and apply them in daily life. In Islamic religious education, the development of psychomotor aspects requires an integrated approach between theory and practice. Teachers need to provide opportunities for students to practice hands-on physical skills, provide constructive feedback, and facilitate reflection on their religious practices.

Evaluation of psychomotor aspects can be done through direct observation, assessment of practical skills, and practical assignments involving physical actions. Assessment can also include assessing students' attitudes and behaviors in carrying out worship and applying Islamic religious values. The development of strong psychomotor skills can enhance students' understanding, appreciation, and religious experience. Students who are skilled in religious practices tend to have a stronger connection with Islamic teachings and are able to apply those values in daily life.

Learning strategies involving demonstrations, simulations, role plays, practical exercises, and practical projects can help students develop their psychomotor skills. The use of technology, such as interactive learning videos, can also enrich students' learning experiences. By paying attention to psychomotor aspects in detail, educators can design holistic and effective learning experiences in the context of Islam. This will help students develop the practical skills necessary to properly observe worship and apply religious values in their daily lives.

CONCLUSION

The cognitive aspect of learning involves thought processes, knowledge, and understanding. This includes problem solving, analysis, synthesis, evaluation, and decision making. Cognitive theories, such as Piaget's theory of cognitive development, explain how humans acquire, process, and store information. Cognitive taxonomy provides a framework for classifying different levels of thought or cognition, helping educators plan learning activities according to students' levels of understanding.

The cognitive aspect is very important in Islamic religious education, enabling students to understand the teachings of Islam correctly, deepen faith, and strengthen the spiritual connection with Allah Almighty. Components include understanding of the Qur'an and Hadith, study of Islamic history, theological concepts, and religious practice. Developing cognitive aspects of students requires a student-centered approach to learning, problem-solving, project-based learning, and group discussions.

The affective aspect involves feelings, values, attitudes, and motivations that influence one's learning experience and social interactions. These include emotions, values, motivations, and attitudes. In Islamic religious education, affective aspects

include emotional responses, values and morals, attitudes and ethics. Developing affective aspects requires a supportive learning environment, positive relationships, and opportunities for reflection and personal growth.

The psychomotor aspect deals with the development of physical skills, movements, and physical actions in learning and practical activities. In Islamic religious learning, this aspect includes ritual skills, speaking skills, and behavioral skills. The psychomotor aspect strengthens the relationship between religious beliefs and daily religious practice. Developing psychomotor aspects requires an integrated approach between theory and practice, with opportunities for students to practice hands-on physical skills and reflect on their religious practice.

In conclusion, integrating cognitive, affective, and psychomotor aspects in Islamic religious education ensures continuous and meaningful learning for the holistic development of individuals. By paying attention to these aspects in detail, educators can create a learning environment that supports, motivates, and inspires students to reach their full potential.

REFERENCES

Anak, K., & Dasar, S. (2015). *Tri pusat pendidikan sebagai sarana pendidikan karakter anak sekolah dasar*. *1*, 41–49.

Baroroh, H., Religius, P. K., & Pendahuluan, A. (2018). *Manajemen Pendidikan Nilai-Nilai Multikultural dalam Pembentukan Karakter Religius Siswa di MAN Yogyakarta III tahun Pelajaran*. *1*(2), 67–87.

Hasibuan, S., Rodliyah, I., Thalhah, S. Z., Ratnaningsih, P. W., & E, A. A. M. S. (n.d.). *Tahta Media Group*.

Mansir, F., Yogyakarta, U. M., Guru, K., & Nasional, P. (2020). *KESEJAHTERAAN DAN KUALITAS GURU SEBAGAI UJUNG*. *8*(2), 293–303.

Materi, J., Jmpf, F., Affandy, H., Aminah, N. S., & Supriyanto, A. (2019). *Analisis Keterampilan Berpikir Kritis Siswa Pada Materi Fluida Dinamis Di SMA Batik 2 Surakarta*. *9*, 25–33.

Nurwati, A. (2014). Penilaian Ranah Psikomotorik Siswa Dalam Pelajaran Bahasa. *Edukasia: Jurnal Penelitian Pendidikan Islam*, *9*(2).

Paputungan, E., & Paputungan, F. (2023). Pendekatan dan Fungsi Afektif dalam proses pemblajaran. *Journal of Education and Culture (JEaC)*, *3*(1), 57–65.

Selatan, S. (n.d.). *PERANAN GURU DALAM*. 117–134.

Taksonomi, A., Kognitif, B., Putra, R. P., Yaqin, M. A., & Saputra, A. (2024). *Objek Evaluasi Hasil Belajar Pendidikan Agama Islam : 2*, 149–158.

Widiansyah, A., Sitasi, C., Widiansyah, :, Peranan,), Daya, S., Sebagai, P., & Penentu, F.

(2018). Peranan Sumber Daya Pendidikan sebagai Faktor Penentu dalam Manajemen Sistem Pendidikan. *Manajemen Sistem Pendidikan. Cakrawala*, *18*(2), 229–234. http://ejournal.bsi.ac.id/ejurnal/index.php/cakrawala

Zubaidah, S., & Malang, U. N. (2017). *Berpikir Kritis : Kemampuan Berpikir Tingkat Tinggi yang Dapat Dikembangkan melalui Pembelajaran Sains 1*. *June*.