

**ANALYZING THE SENIOR HIGH SCHOOLS' LEARNING OUTCOMES OF  
MERDEKA CURRICULUM USING THE REVISED BLOOM'S TAXONOMY**

**A THESIS**



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2023**

**ANALYZING THE SENIOR HIGH SCHOOLS' LEARNING OUTCOMES OF  
MERDEKA CURRICULUM USING THE REVISED BLOOM'S TAXONOMY**

**A THESIS**

Presented to Teacher Education Faculty Widya Mandala Surabaya  
Catholic University In partial fulfillment of the requirement for the  
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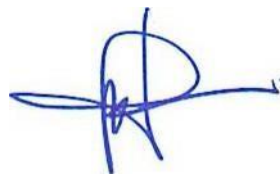
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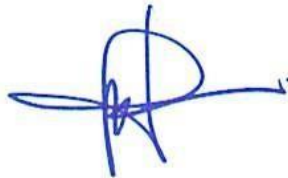
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I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

Surabaya, 20 July 2023



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4. All lecturers of the English Language Education Study Program at UKWMS.
5. My beloved mother, father
6. My beloved friends (Marchis, Esther, Siloam, Igo)

I am fully aware that there are still many shortcomings in this thesis. Therefore, I expect to get criticism and constructive suggestions to make this thesis better in the future. Finally, I hope this thesis could be a meaningful insight for the readers.

Surabaya, 20 July 2023



Nicholas Benedict  
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## ABSTRACT

Nicholas Benedict Aguslim (2023) “Analyzing the Senior High Schools’ Learning Outcomes of Merdeka Curriculum Using the Revised Bloom’s Taxonomy”. S-1 Thesis English Language Education Study Program Faculty of Teacher Education Widya Mandala Surabaya Catholic University.

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**Keywords:** *Learning Outcome, Bloom’s Revised Taxonomy, Merdeka Curriculum*

Creating the learning outcomes of a lesson in accordance with Bloom's revised taxonomy is an important thing to do before creating a curriculum. However, this is still considered difficult for some teachers, especially curriculum developers. The aims of this study are to determine whether the learning outcomes of the English subject in the Senior High schools' Merdeka curriculum adequately cover the cognitive categories outlined in Bloom's revised taxonomy, and to assess the hierarchical organization of the learning outcomes in the Senior High schools' Merdeka curriculum and investigate whether they align with Bloom's revised taxonomy, specifically in relation to the cognitive categories in the English subject. The data of this study are the Merdeka Curriculum’s learning outcomes in Senior High school students phase E-F. There are 6 statements found in the textbook. The following is the description of the number the Merdeka Curriculum’ (2022) learning outcomes. The research findings showed that the cognitive categories covered the different cognitive levels in English subjects within the Merdeka Curriculum for high school students, and these verbs are aligned with the expected learning levels for grades 11 and 12. However, they have not been organized hierarchically based on lower to higher-level thinking skills. Only a few verbs from Bloom's Revised Taxonomy have been used, even though they cover each level of hierarchy. Therefore, based on the findings found, the researcher gives some suggestions for the teachers, Curriculum Developer, and future researchers.

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