

**ANALYZING PHASE A'S ENGLISH LEARNING OUTCOME
IN KURIKULUM MERDEKA
USING THE REVISED BLOOM'S TAXONOMY**

A THESIS



by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY**

July 2024

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A THESIS

Presented to Teacher Education Faculty
Widya Mandala Surabaya Catholic University
In partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in English Language Education



by:

Agnes Tjuatja

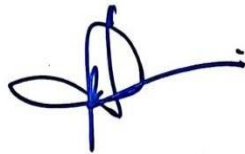
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APPROVAL SHEET (I)

This thesis entitled “**Analyzing Phase A’s English Learning Outcome In the Merdeka Curriculum Using the Revised Bloom’s Taxonomy**” prepared and submitted by Agnes Tjuatja – 1213020017 has been approved to be examined by the Thesis Board of Examiners.



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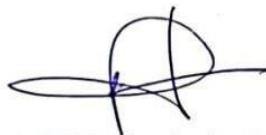
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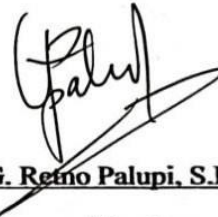
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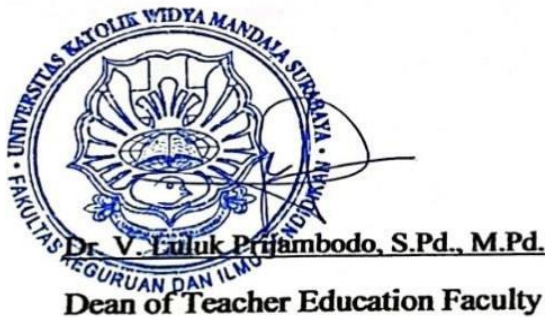
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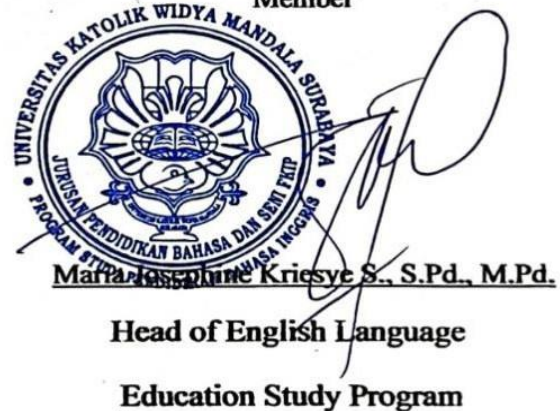


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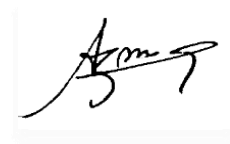
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STATEMENT OF AUTHENTICITY

I declare that this thesis is entirely my own work and that I did not dishonestly use or claim any scholarly ideas or materials from others. Any referenced works have been appropriately cited following the ethical guidelines of academic writing. I will take full responsibility for any potential plagiarism discovered within this thesis.

Surabaya, 2024

A handwritten signature in black ink, appearing to read 'Agnes Tjuatja', enclosed in a light gray rectangular box.

Agnes Tjuatja

1213020017

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Surabaya, 2024



Agnes Tjuatja

ABSTRACT

“Analyzing Phase A's English Learning Outcome In Kurikulum Merdeka Based On the Revised Bloom's Taxonomy”

by:

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Based on the input received by the Ministry of Education and Culture, some educators still have difficulty understanding Learning Outcome in their entirety. Therefore, analyzing Learning Outcome is an important activity in developing learning objectives. Considering these problems, this research, based on the Revised Bloom's Taxonomy, has three objectives: (1) to explore the domains of taxonomy (cognitive, affective, and psychomotor) of the learning outcomes of Phase A, (2) to explore the cognitive levels of the Learning Outcomes of Phase A (HOTS and LOTS), and (3) to explore the hierarchy of the cognitive levels in the learning outcomes of Phase A.

This study is a descriptive qualitative study based on the theory of the Revised Bloom's Taxonomy. The data for this study were the English Learning Outcomes of Phase A in Kurikulum Merdeka. A checklist based on the Revised Bloom's Taxonomy was used to analyze the data. To ensure the trustworthiness of the analysis, the researcher collaborated with the researcher's advisor.

The findings of the study show that Phase A English Learning Outcomes are in accordance with the definition of Learning Outcomes, where students are expected to achieve overall competency as a combination of knowledge, behavior, and skills. These outcomes cover all cognitive levels, but do not logically place the thinking skills in the hierarchy of the Revised Bloom's Taxonomy, which runs from LOTS to HOTS.

Keywords: *phase A's English Learning Outcome in Kurikulum Merdeka, the Revised Bloom's Taxonomy, lower order thinking skills, higher order thinking skills*

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