

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the Revised Bloom's Taxonomy, this study aimed to explore: (1) the domains of taxonomy (cognitive, affective, and psychomotor) of the English learning outcomes of Phase A, (2) the thinking skill level of the English learning outcomes of Phase A (HOTS and LOTS), and (3) the hierarchy of the thinking skills in the English learning outcomes of Phase A.

Based on research findings, Phase A English Learning Outcomes cover all domains of the Revised Bloom's Taxonomy, namely cognitive, affective, and psychomotor. They also include all cognitive levels based on the Revised Bloom's Taxonomy. However, it was found that the English Learning Outcomes of Phase A did not logically place the thinking skills in the hierarchy of the Revised Bloom's Taxonomy, which runs from LOTS to HOTS.

It can be concluded 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. This proves that the action verbs included in Phase A English Learning Outcomes meet the requirements of what is meant by Learning Outcomes, although they do not logically place the thinking skills in the hierarchy of the Revised Bloom's Taxonomy.

In conclusion, Phase A English Learning Outcomes are suitable for grade 1 and 2 students as long as the wording is corrected to logically place thinking skills in the Revised Bloom's Taxonomy hierarchy.

5.2. Suggestion

In this section, the researcher would like to propose several suggestions for curriculum compilers, English teachers, and future researchers.

- For curriculum compilers:

Considering the finding that English Learning Outcomes do not place logical thinking abilities in the Revised Bloom's Taxonomy hierarchy, the researcher hopes the improvements can be considered. In addition, Oktavia et al. (2023) investigated the need to implement English language teaching in elementary schools based on Merdeka Kurikulum. Their study found high motivation for English language teaching but English teachers need training, and facilities. Furthermore, based on input received by the Ministry of Education and Culture, some educators still have difficulty understanding Learning Outcomes in their entirety. Therefore, the researcher suggests that the Learning Outcomes be formulated more clearly, and a teacher's manual should be created that can serve as a guide for English teachers in preparing Learning Objectives, Learning Objective Flow, and Teaching Modules, thus enabling teachers to deliver learning material effectively to students.

- For English teachers:

Although this research has provided additional insight into the English Learning Outcomes of Phase A and there may also be a teacher's manual, the researcher suggests that English teachers enrich themselves by seeking out additional reading comprehension materials on HOTS and LOTS levels from other references and creating their own teaching tools.

- For future researchers:

Because Phase A English Learning Results have been analyzed in this study, the researcher suggests that future researchers can analyze other Phases.

In addition, on June 11, 2024, a new decision regarding learning outcomes was issued, namely the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology number 032/h/kr/2024 Concerning Learning Outcomes in Early Childhood Education, Basic Education Levels, and Secondary Education

Levels in Kurikulum Merdeka (Aditomo, 2024). Because this decision has not yet been published when the researcher conducted her study, it will be the task of future researchers to analyze it for the sake of educational progress in Indonesia.

REFERENCES

- Aditomo. (2024). *Kementerian pendidikan, kebudayaan, riset, dan teknologi* (Issue 021).
- Anindito Aditomo, P. D. (2022). Panduan Pembelajaran dan Assesmen. *Seminar Pendidikan IPA Pascasarjana UM*, 21.
- Aziz Muslim, M., & Sumarni, S. (2023). A Review on the Design and Characteristics of English Language Learning and Teaching in a Standard-Based Curriculum: Kurikulum Merdeka. *Jurnal Unimus*, 6(1), 2579–7549. <https://jurnal.unimus.ac.id/index.php/ELLIC/index>
- Benedict, N. (2023). *Analyzing the senior high schools learning outcomes of merdeka curriculum using the revised bloom 's taxonomy*.
- Bloom, B. S., & Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. In *Handbook 1: Cognitive domain* (p. 10).
- Hindriyanti, S., Sutisnawati, A., Lyesmaya, D., & Sukabumi, U. M. (2023). Learning Analysis: Implementation of the Independent Curriculum in Improving Numeracy Literacy in Elementary Schools. *EDUHUMANIORA : Journal Pendidikan Dasar*, 15(2), 173–182.
- Hoque, M. E. (2016). Three Domains of Learning: Cognitive, Affective and Psychomotor. *The Journal of EFL Education and Research*, 2(January 2017), 2520–5897. www.edrc-jeffler.org
- LW, A., DR, K., PW, A., KA, C., Mayer, R., PR, P., Raths, J., & MC, W. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*.
- Maulana, R. (2022). Analisis Capaian Pembelajaran Bahasa Arab dengan Taksonomi Bloom Revisi. *Jurnal PTK Dan Pendidikan*, 8(2), 85–96. <https://doi.org/10.18592/ptk.v8i2.7621>
- McComas, W. F. (2014). Programme for International Student Assessment (PISA). *The Language of Science Education*, 79–79. https://doi.org/10.1007/978-94-6209-497-0_69
- Nurani, D., Anggraini, L., Misiyanto, & Mulia, R. K. (2022). Buku Saku Serba-Serbi Kurikulum Merdeka Kekhasan Sekolah Dasar. *Direktorat Sekolah Dasar*, 2–5.

- Pascoe, F., Sukoco, G., Arsendy, S., Octavia, L., Purba, R., Sprunt, B., & Bryant, C. (2022). *A widening gap: Impacts of the COVID-19 pandemic on Indonesia's most marginalised students*. <http://www.inovasi.or.id>
- Prijambodo v. L. (n.d.). *Non-verbal Verbal Spoken Written*.
- Ramdhani, A., Ramdhani, M. A., & Amin, A. S. (2014). Writing a Literature Review Research Paper: A step-by-step approach. *International Journal of Basic and Applied Science*, 03(01), 47–56.
- Richards, T. S. R. (2017). *Approaches and Methods in Language Teaching*. KOROS Press Limited.
<https://books.google.co.id/books?id=x5RkswEACAAJ>
- Rizaldi R et al. (2022). Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic. *International Journal of Curriculum and Instruction*, 15(1), 260–271.
- Robert C. Bogdan & Sari Knopp Biklen. (1982). *Qualitative Research for Education: An Introduction to Theory and Methode*.
- Salsabila, N., Ihtisani, A. F., Mufidah, I. Z., Islam, U., Maulana, N., Ibrahim, M., Malang, K., & Timur, J. (2024). *Curricula* : 3(1), 173–186.
- Shobikah, N. (2020). The competencies in English. *Journal of Research on English and Language Learning*, 1(1), 23–36.
<http://riset.unisma.ac.id/index.php/JREALL/userDOI:http://dx.doi.org/10.33474/>
- Sudibyoy, B. (2006). *Lampiran Peraturan Menteri Pendidikan Nasional Nomor 23 Tahun 2006 Tanggal 23 Mei 2006*.
- Taxonomy, T., & Bloom, T. (2001). *Bloom's Taxonomy Catalog search An introduction to Bloom's Taxonomy*.
- University at Buffalo. (2024). *Multimedia Learning - Office of Curriculum, Assessment and Teaching Transformation*.
<https://www.buffalo.edu/catt/teach/develop/theory/multimedia-learning.html>
- Wahyuni, D. (2022). Pedoman penerapan kurikulum dalam rangka pemulihan pembelajaran. *Menpendikbudristek*, 1–112.
https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220711_121315_Fix Salinan JDih_Kepmen Perubahan 56 Pemulihan Pembelajaran.pdf

Weinert, F. E. (2001). Concepts of competence. Contribution within the OECD project definition and selection of competencies: Theoretical and conceptual foundations. *American Psychological Association, April*, 45–65.

Wilson, L. O. (2016). Anderson and Krathwohl Bloom's Taxonomy Revised Understanding the New Version of Bloom's Taxonomy. *The Second Principle*, 1–8. https://quincycollege.edu/content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf<https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/><http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cog>