

An Analysis of Teaching and Learning Variations based on Bloom's Taxonomy

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Abstract

This research aimed to find out the variations of teaching and learning based on Bloom's Taxonomy, this research focused on the classroom learning activities in the lesson plans. This research employed a descriptive qualitative study. The subject of the research was nine lesson plans that developed by teachers at SMPIT IQRA. The data of this research was the classroom learning activities were classified the variations of teaching and learning based on Bloom's Taxonomy stated in the 2013 Curriculum. The first finding showed that, there were some variations in classroom learning activities of lesson plans. By three domains of learning based on Bloom's Taxonomy, those are Cognitive, Affective and Psychomotor. The teachers were fulfilled the criteria of learning activities in lesson plans. But, the lesson plans still need to increase and remake the team of lesson plans system, because the lesson plans that used by teachers were same to each class in the same level.

Keywords : Learning, Teaching variations, Lesson Plan.

Introduction,

In this globalization era, education has increasingly developing. Disclosure of information technology has made it easier for every country to innovate in the field of education. Then, the Indonesian Government through the Ministry of Education and Culture continues to make efforts to realize the provision of quality education. The legal basis for the provision of education in Indonesia is Paragraph 3 of Article 31 of Chapter XIII of UUD 1945 RI, which states that the government shall provide a national education with a system that enhances faith and piety

and good character in order to enrich the nation life, which is set in legislation.

Furthermore, in Law Number: 20 of 2013 concerning National Education System, it has clearly been set up that Indonesian education is provided in three levels of education, namely primary education, secondary education and higher education. basic learning for students, which is undergone for 9 years in the forms of primary school and junior secondary school or other equivalent forms is a Primary education in Indonesia. The Secondary education in Indonesia is a continuation of primary education consisting of Senior Secondary School and Vocational High School. The main focus of the former is to provide educational services in the form of basic knowledge and skills for its students to go on to a higher education, whereas the latter is focused on education services in the form of knowledge and basic skills to start work in accordance with the main skills. Higher education in Indonesia is a continuation of secondary education which includes diploma's, bachelor's, master's, specialist, and doctoral degrees.

There are some dimensions of the task of the teacher in higher education. It involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies, it also involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them, it involves constantly monitoring and reflecting on the processes of teaching and student understanding and seeking to improve them. Most difficult of all perhaps, it involves helping students to achieve their own aims, and adopt the notion that underlies higher education: that students' learning requires from them commitment, work, responsibility for their own learning, and a willingness to take risks, and that this process has its rewards, not the least of which is that learning can be fun.

These are not easy tasks, and there is no simple way to achieve them. Still less are there any prescriptions that will hold good in all disciplines and for all students. How we teach must be carefully tailored to suit both that which is to be learnt and those who are to learn it. To put it another way - and to add another ingredient - our teaching methods should be the outcome of our aims (that is, what we want the students to know, to understand, to be able to do, and to value), our informed conceptions of how students learn, and the institutional context - with all of its constraints and possibilities - within which the learning is to take place.

According to Sequeira (2017), Learning is about a change that brought by developing a new skill, understanding a scientific law, changing an attitude. Learning can not be separated from teachers' role. The teachers give some materials about English lesson, but sometimes their ways of teaching make the students bored and think that English lesson is not interesting. From this problem, we know that the teachers need interesting teaching styles to teach their students and to make their students enthusiastic to study English. Variations in learning are changes in the process of activities aimed at increasing students' motivation to learn and prevent to boredom. In the teaching and learning process there are variations when the teacher shows changes in teaching styles, the media used is always changing, and there are changes in the patterns of interaction between students and teachers.

We know that, People learn differently. Some people are better some things than other, it indicate that there are differences in the ways individual brain work. According to practitioners of NLP (Neuro-Linguistic Programming) said that human use a number of 'Primary representational systems' to experience the world. These systems are described in the acronym "VAKOG" (Visual, Auditory, Kinaesthetic, Olfactory and Gustatory). Different to NLP, (Gardner, 1983) suggested that Multiple Intelligences (MI) has the concept that people posses a single intelligence, but a range of intelligences. Those are Visual, Kinaesthetic, Logical, Interpersonal and intrapersonal.

If people can accept that different intelligences predominate in different people, it suggests that the same learning task may not be appropriate for all

of our students. So that, the teachers should be creative to make some variation in teaching at class. To make a variety of learning, teachers are required to be professional. Teacher professionalism must be supported by competency standards must be mastered by professional teachers.

In order to make successful English teaching, the teachers have got challenging tasks to motivate the students. So it will be very helpful to encourage the students to learn English. The teachers should use their skill of variability. According to Gladman (1885) as quoted by C. Turney et al (1983), variety in teaching is essential to deal with children. Variation and variety have been associated with both enjoyable living and good teaching. Today, many of the maxims regarding variety in teaching are supported by growing and compelling body of researches and theories.

According to (Brian hayden, 2006), there is one way to recognize the types of learning differences or variations within learning is to review the intellectual functions involved in processing informations. The intellectual functions are the receptive function, the learning and memory function, the cognitive and thinking function, the expressive function, and personality function. Based on the theories, teachers can see whether they have given their class a variety of activities to help the various types of learner.

One set of characteristics of good teaching, extracted from research studies and summarised from the individual lecturer's point of view by Ramsden (2003) includes:

A desire to share your love of the subject with students, An ability to make the material being taught stimulating and interesting, A facility for engaging with students at their level of understanding, A capacity to explain the material plainly, A commitment to making it absolutely clear what has to be understood at what level and why, Showing concern and respect for students, A commitment to encouraging independence, An ability to

improvise and adapt to new demands, Using teaching methods and academic tasks that require students to learn actively, responsibly and co-operatively, Using valid assessment methods, A focus on key concepts, and students misunderstandings of them, rather than covering the ground, Giving the highest quality feedback on student work, A desire to learn from students and other sources about the effects of teaching and how it can be improved.

But, the variations in teaching not only the one thing to make teaching and learning process be successful. The development of lesson plan also can be the other way to make the learning process to be effective. The study from Borg and Gall (1983) said shown that developed lesson plan is more attractive, applicable, and informative than before. In line with result, development is very important in education. Educational development is way to build creative and innovative thinking, also developing lesson plan is needed to determine the succes of teaching and learning process.

Despite the greatest importance given to the newest curriculum, there has been many researches dealing with the 2013 Curriculum, especially on how teacher writes the lesson plan. The similar studies that can be found that conducted by Ayaturrochim (2014) entitled *The Analysis Of Reading Tasks In "English In Focus" Textbook Based On Cognitive Domain Of Revised Bloom's Taxonomy"* The samples were 31 tasks taken by using stratified random sampling technique. The data were collected by using checklist as an instrument proposed by Anderson and Krathwohl (2001). Checklists were used to analyse the level of cognitive domain such as remembering, understanding, applying, analyzing, evaluating, and creating. The results show that there were 30 (98%) reading tasks used remembering level of the cognitive domain and only 1 (2%) reading task used understanding level. Reading tasks in English Focus Textbook only had 2 components of cognitive domain of Revised Bloom's Taxonomy. The other levels of cognitive domain were not used in reading tasks of "English in Focus" textbook. It could

be concluded that the dominant cognitive domain of Revised Bloom's Taxonomy was remembering level.

Research Methodology

This research employed descriptive qualitative design. because it was suitable with the purpose of this study that to give a complete description about the teacher's ways of developing the teaching and learning variation in their lesson plans. Qualitative researcher typically gather multiple forms of data as this study conducted a methodological triangulation a process of collaborating data gained from different techniques namely, classroom observation, document analysis, and interview (Creswell, 2009). While, Descriptive study is a part of qualitative study, so treatments and manipulation are not involved.

This research was taken nine lesson plans as the objectives of the research. Nine lesson plans consist of three lesson plans from each level at SMPIT IQRA. Which focused only on the classroom learning activities. The data was classified into three domains of Bloom's Taxonomy. The details of lesson plans follow :

Team/Grade	RPP	Method	Materials' subject
7 th grade	RPP 1	Group individual learning, discuss and simulation	Public places, things, and animal
	RPP 2	Contextual teaching and learning, communicative language teaching	Apologizing
	RPP 3	Group individual learning, discuss and simulation.	Descriptive Text
8 th grade	RPP 4	Pairwork, compose and perform	Ability and willingness
	RPP 5	Scientific approach	Inviting someone and asking permission
	RPP 6	Sci-approach, drill method	Invitation and greeting card
9 th grade	RPP 7	Collaborative learning	Congratulations
	RPP 8	Collaborative learning	Agreement
	RPP 9	Terpadu	Label

Findings and Discussion

Findings

The researcher analyzed teaching and learning variation by observing the lesson plans. The researcher found out that SMPIT IQRA combines two curriculum in teaching and learning. Those are the 2013 curriculum and Terpadu curriculum. Basically, there were same characteristics on both curriculum. Those are, the characteristic were focused on the learner as the centered of learning, authentic, contextual and meaning of the concept. But, in Terpadu curriculum there were additional aspects, those are Duniawi and Ukhrowi. So that, in lesson plans that developed by the teachers, the teachers were stated some variations in teaching and learning activities. But some lesson plans only stated the approach. And also some teachers were stated more than one methods for one materials' subject.

Lesson Plans	Number of Variations		
	Cognitive	Affective	Psychomotor
RPP 1	2	2	1
RPP 2	2	2	1
RPP 3	2	5	1
RPP 4	2	4	2
RPP 5	6	4	2
RPP 6	3	2	1
RPP 7	1	4	1
RPP 8	2	4	1
RPP 9	2	2	1

For RPP 4 and RPP 5, there were two materials in two meetings. So, there were more activities than the other RPP. The cognitive, affective and

psychomotor domains were explain in chapter two. Consist of some operational verbs.

Discussion

After presenting the results of analysis teaching and learning variations in the lesson plans. The researcher will explain and discuss more about the results of the study based on some theories. Harmer (2015) said that, people have some different ways in learning. Some people are better at some things than others, according to practitioners of Neuro-Linguistic Programming (NLP) in "The Practice of English Language Teaching" book to experience the world, they use a number of 'primary representational systems' and these systems are described in VAKOG (visual, Audio, Kinaesthetic, Olfactory, Gustatory), these systems explained that people have the different ways in learning. So, the variations are needed in learning activities.

This study focused on teaching and learning variations activities. Whilst teaching (Core-Activity) itself is the process of teaching and learning to achieve basic competency which is conductd systematically through a scientific approach. In this whilst-teaching at the first meeting, the teacher developed activities were in Discovery Learning.

According to curriculum, the lesson plans that were anlyazed in this study showed that some variations in teaching and learning activities. The teachers stated some activities that fulfilled 3 domains of educational activities or learning based on the Bloom's Taxonomy that adapted into the curriculum. Those are cognitive (knowledge), Affective (attitude), and Psychomotor (Skills). Almost all of the lesson plans that analayzed by the researcher stated the stimulation activities, such as Memorizing, Understanding, Analyzing. To fulfill the affective domain, the teachers stated the activities such as Receiving, Respecting, Applying. And then at the last activities all of the lesson plans stated the presentation activity for closing the activities and give the chance to the students giving feedback each other.

Although the method that stated in the lesson plans did not show the method that promoted by the curriculum. But, the lesson plans still showed

the variations. Because, the because, the method recommended by the curriculum is still limited, while the teacher should explore many methods of teaching.

Meanwhile, the lesson plans can be not appropriate in developing the teaching and learning variations. Because in SMPIT IQRA used the teams for developing the lesson plans. So the lesson plans that use to each class were same each other. According to the theory in the lesson plans that were analyzed Richards & Bohlke (2011) "planning a lesson before teaching is considered essential in order to teach an effective lesson. Because the condition of the class can be different so the teacher should make different lesson plan. Moreover, there are some aspects of learning style that should be considered by the teacher, such as the VAKOG that explained before.

Therefore, the analysis teaching and learning variations in lesson plans at SMPIT IQRA were fulfilled as to Bloom's Taxonomy, if it refers to the curriculum. But, if it refers to the ways in developing a good lesson plan, still many a note in developing the lesson plans.

Conclusion and Suggestion

Conclusion

Based on the result and discussion. The conclusions that can be concluded regarding the research problems. It reported that the lesson plans that developed by the teachers at SMPIT IQRA have the variations. This statement were taken by analysis of the lesson plans toward Bloom's Taxonomy that used in the 2013 Curriculum. In other words, the teachers fulfilled the criteria of good lesson plans accordingly to Bloom's Taxonomy Theories.

In accordance with the conclusion given above, the researcher proposes some suggestions that may be useful for students, lecturers, and future researchers. For Teachers, it is expected that the teachers can be more aware of the importance variation activities in the classroom. Meanwhile the data only the lesson plans that actually did not showed the reality activities while teaching in the class. But, the good plan can bring the teaching more

effectively and The school can reprogram about team of developing lesson plans. For future researcher, despite the fact that the For Future Researchers. Since this study is an analyze the variations on teaching and learning activities in the lesson plans Further studies are expected to investigate teaching Further studies conducted to other populations may be needed for comparison and validation. Since this present study is limited to teaching activities in lesson plans. Future studies can be carried out to the real activities and observe to class directly.

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