Unraveling the Relevance of Bloom's Taxonomic Hierarchy in PAI Learning in the 21ˢᵗ Century

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Abstract: *Learning in the modern century is required to align with digital advances that occur, because the needs of students in the midst of digital advances are different from previous times. This alignment is intended to produce students who have competence and competitiveness so that they can create civilization in the future. Bloom's taxonomy as a hierarchy that identifies a person's skill level is commonly used in Indonesian education. Seeing this reality, this study aims to review the relevance of Bloom's taxonomy to PAI learning in the 21st century. This research approach is qualitative type of library research. The source of research data used is literature in the field of Islamic education, especially the taxonomy of Benjamin S. Bloom. Data collection is done by tracing related references, both manually and digitally. Data analysis techniques are carried out using content analysis. The results of this study show that Bloom's taxonomy is a hierarchy that has undergone maximum refinement that can identify the skill level of students. Through Bloom's taxonomy, PAI learning can be designed to improve the cognitive, affective and psychomotor domains of learners. Levels in each domain can be a reference for teachers in planning learning in class. 21st century learning that leads to learners' 6C competence can be realized through the implementation of Bloom's taxonomy in PAI learning.*

Keywords: Bloom's Taxonomy; PAI Learning; Modern Learning.

Abstrak: *Pembelajaran di abad modern dituntut untuk menyelaraskan dengan kemajuan digital yang terjadi, karena kebutuhan peserta didik di tengah kemajuan digital berbeda dengan zaman sebelumnya. Penyelarasan ini dimaksudkan untuk melahirkan peserta didik yang memiliki kompetensi dan daya saing sehingga dapat menciptakan peradaban di masa depan. Taksonomi Bloom sebagai hierarki yang mengidentifikasi tingkat keterampilan seseorang umumnya digunakan dalam pendidikan Indonesia. Melihat kenyataan tersebut, penelitian ini bertujuan untuk mengkaji relevansi taksonomi Bloom dengan pembelajaran PAI di abad 21. Pendekatan penelitian ini adalah kualitatif jenis penelitian kepustakaan. Sumber data penelitian yang digunakan adalah literatur dalam bidang pendidikan Islam, khususnya taksonomi Benjamin S. Bloom. Pengumpulan data dilakukan dengan menelusuri referensi terkait, baik secara manual maupun digital. Teknik analisis data dilakukan dengan menggunakan analisis isi. Hasil penelitian ini menunjukkan bahwa taksonomi Bloom merupakan hierarki yang telah mengalami penyempurnaan maksimal yang dapat mengidentifikasi tingkat keterampilan siswa. Melalui taksonomi Bloom, pembelajaran PAI dapat dirancang untuk meningkatkan domain kognitif, afektif dan psikomotorik peserta didik. Jenjang di masing-masing domain dapat menjadi acuan bagi guru dalam merencanakan pembelajaran di kelas. Pembelajaran abad 21 yang mengarah pada kompetensi 6C peserta didik dapat diwujudkan melalui implementasi taksonomi Bloom dalam pembelajaran PAI.*

Kata kunci: Taksonomi Bloom; Pembelajaran PAI; Pembelajaran Modern.

I. INTRODUCTION

The position of Islamic Religious Education (PAI) learning is very important, because through PAI learning it can educate students to behave in accordance with the values of Islamic teachings and is able to educate students to study material regarding Islamic teachings so that they can increase their knowledge about their religion. PAI learning will confirm the existence of Islamic teachings which in fact are a necessity for a Muslim's personality. By implementing PAI learning, you can

increase your faith so that you have awareness and can internalize it well in your daily life.Zakiah Daradjat, Peranan Agama Islam dalam Kesehatan Mental (Jakarta: Haji Masagung, 1993). PAI not only demands students' mastery of the material presented by their teacher but also requires students to be able to actualize the knowledge gained in their daily actions, or from knowledge into values. Thus, the aim of Islamic Religious Education is to increase students' understanding, faith, appreciation and practice of the Islamic religion, so that they become Muslim people who believe and are devoted to Allah SWT. and noble morals in personal life, family and society can be realized.[2]

The reality of the times in which students grow and develop continues to change, thus demanding a learning model that can meet their needs according to the times. 21st century learning is generally held to prepare a generation that can face advances in technology, information and communication.[3] 21st century learning requires students to have the abilities contained in the 6C skills, namely: critical thinking and problem solving, communication, collaboration, creativity and innovation, character education, and citizenship.[4] Students' proficiency in the 6C skills can support their personalities in facing dynamic and definite changes in the times.

The 6C skills content can encourage students to use their full potential to learn.[5] The learning carried out is in line with PAI's learning objectives which not only target the cognitive domain but also the affective and psychomotor domains. This differentiates PAI learning from learning other subjects. Because learning is required to truly maximize these three domains so that students not only have knowledge of their religious teachings but must also be able to carry out their religious rituals. Even though other subjects mandate the achievement of these three domains, PAI learning must be maximal so that students can actualize knowledge about Islamic teachings.

In fact, the PAI learning concept that targets the maximization of these three domains still revolves around lecture and memorization methods or targets the cognitive domain. This happens because learning with a focus on the cognitive domain is assumed to be simple and easy to do. This convenience lies in planning, implementation and evaluation so that difficulties are rarely encountered. As with the learning methods used by teachers, they still maintain conventional methods that do not touch the internalization of the values being taught. Apart from that, teachers do not fully understand the methodological aspects so the quality of learning is low.[6] The importance of PAI learning lies in knowledge until its actualization so that learning carried out in educational units should reach its internalization. Because through PAI learning, the values of Islamic teachings can be transferred so that their existence is strong and well understood by one generation to the next.

Taxonomy as an important step in achieving educational success should be able to be actualized by teachers so that learning does not stop at the cognitive realm. Teachers must understand taxonomy as a concept so that it can be explained in learning which aims to identify students' abilities from the lowest level to the highest level. The dominant taxonomy that is the focus of Indonesian education is Bloom's taxonomy which divides it into three domains, namely the cognitive domain, affective domain and psychomotor domain. Each domain is divided into several levels that can identify students' abilities.[7] The concept offered by Bloom's taxonomy is very systematic, but looking at the PAI learning field, this

taxonomy has not been perfectly applied. This can be seen in cases involving students or schools. There are still many violations that trigger moral degradation of students.[8]

The reality that occurs among students cannot be ignored. Education as a means of systematic awareness must participate in overcoming the unrest that occurs. Even though the gaps that occur are predominantly influenced by the environment, schools, through the implementation of PAI learning, for one, contribute to optimizing the character of students through learning. Bloom's Taxonomy as a systematic hierarchy needs to be reviewed to organize PAI learning that can maximize students' knowledge and actualization.

II. METTHOD

This research uses a type of library research, namely a type of research that focuses on collecting library data, reading and recording it so that the need for research is met. By using a type of library research, this research requires writings that can support the needs according to the title raised, namely the relevance of Bloom's taxonomy in PAI learning in the 21st century. Meanwhile, the approach used is a qualitative approach, namely a research approach that emphasizes in-depth analysis of research. which is conducted. In the research process using a qualitative approach, you will need as much data as possible so that the title raised can be resolved optimally.[9] The data needed to write qualitative research usually uses documentation data collection techniques obtained from books, journals, or other writings that can support the success of the research.[10]

This research process is supported by several stages of data analysis offered by Miles and Huberman, starting from data reduction, data presentation to drawing conclusions. The data reduction stage is carried out by collecting maximum data so that it can support the research being carried out. After that, the data obtained is presented in narrative form which explains the things that are the focus of the research. If the presentation of the data that has been carried out is sufficient to answer the title raised, then after that a conclusion will be drawn regarding the results of the research that has been carried out.[11]

III. RESULT AND DISCUSSION

Overview of Bloom's Taxonomy

Bloom's Taxonomy is a framework introduced by Benjamin S. Bloom to group statements used to predict students' ability to learn as a result of the learning itself. Bloom's Taxonomy introduces three domains, namely 1.) the cognitive domain, which includes recognition of certain facts, procedural patterns, and concepts that enable the development of a person's intellectual abilities and skills, 2.) the affective domain, which includes the development of feelings, attitudes, values, and emotional, 3.) psychomotor domain, which is related to manipulative activities or motor skills. Initially, Bloom formulated two learning domains, namely the cognitive domain and the affective domain. Then in 1966, Simpson formulated a domain to complete Bloom's taxonomy.[12] In fact, the concept of Bloom's taxonomy has similarities with Ki Hajar Dewantara's concept of creation, taste, and initiative, where creativity is identical to the cognitive domain, taste to the affective domain, and intention to the psychomotor domain.

The three domains in Bloom's taxonomy are divided into several categories and subcategories in hierarchical order, ranging from simple to complex. The hierarchical structure in this taxonomy does not stand alone but has correlations at each level that students need to master as a whole.

Students will not be at the highest level if the level below has not been passed. Bloom's classification of thinking skills shows a process that increases over time as the level increases.[13]

Bloom's Taxonomy is used in education as a basis for designing educational goals, it will be easier for educators to understand, design and also implement instructional goals or learning objectives.[14] Through classifications that have been arranged hierarchically, a teacher can design learning objectives systematically and in detail.[15] Initially, Bloom's taxonomy was only intended for preparing higher education assessments which was later revised and can be used in preparing curriculum, teaching instructions and student assessment/assessment. Bloom's taxonomy, which is grouped into three domains, can be applied in analyzing students in a complex manner, because these three domains specifically target students' specific abilities.[16]

Cognitive Domain

The cognitive domain is the intellectual ability and brain activity in thinking, knowing and solving problems. The goal of the cognitive domain lies in students' ability to think and solve problems. This domain covers low level to high level thinking, each stage of which students need to go through themselves. In the cognitive domain, students experience a thinking process so that they have the knowledge to apply through action. The cognitive domain process dimension category includes six levels, namely: knowledge, perception/understanding, application, explanation, synthesis, and evaluation.[17] Meanwhile, in the ability dimension there are four categories, there are: facts, concepts, procedures, metacognitive.[18]

Affective Domain

The affective domain is the domain related to the emotional aspects of students, such as: interests, feelings, attitudes, appreciation and ways of adapting. This domain identifies behavior that appears as a symbol of a person's decision-making tendencies to act in their environment. According to Krathwohl, the affective domain includes learning goals relating to attitudes, interests, values, appreciation and adjustment. Affective domain competence in students can be seen from the level of maturity appropriate to their age and development as well as the behavior that is reflected in their daily lives, both in the classroom and outside the classroom.[12] The affective domain includes five levels, namely: receiving, responding, valuing, organizing and characterization.[18]

Psychomotor Domain

The psychomotor domain is students' abilities related to physical, coordination and use of motor skills[19] which must be trained and measured in terms of speed, precision, distance, procedures or techniques as a result of bodily functions. According to Dave, the psychomotor domain has five levels, namely: imitating, applying, consolidating, assembling, and naturalizing. Meanwhile, according to Simpson, there are seven categorizations of psychomotor domains, namely: perception, readiness, imitation, getting used to, proficient, natural, and original.[12]

PAI Learning

Learning according to the Association for Educational Communication and Technology (AECT) is a system in which there are several components of the instructional system, namely people, messages, materials, equipment, techniques and settings. According to Syaiful Sagala, learning is teaching students to use educational principles and learning theories as determinants of educational success. In learning, the teacher acts as a teacher and students act as learners. Meanwhile, according to Corey, learning is a process carried out in an environment that is deliberately

managed to provide opportunities for student involvement in certain conditions. According to the expert's explanation, it can be concluded that learning is a process that is deliberately carried out to attract students' attention to the teacher's delivery using educational principles and learning theories.

Meanwhile, Islamic Religious Education according to Tayar as quoted by Dahwadin is a conscious effort made by the older generation to transfer knowledge, skills and skills to the younger generation so that later they can become a generation of Muslims who are devoted to Allah SWT.[20] In line with this opinion, according to Zakiyah Daradjat PAI is an effort made by the older generation to the younger generation in transferring knowledge, experience, skills and abilities so that they can become Muslims who understand, appreciate and are able to carry out the teachings of the Islamic religion in their daily lives.[21] According to Azizy, the main essence of PAI is the content related to the transfer of values, knowledge and skills carried out by the older generation to the younger generation.[22] Furthermore, according to Ahmad Tafsir PAI is guidance given to students with the aim of developing the Muslim personality to the maximum in accordance with the teachings of the Islamic religion.[23]

According to Ramayulis, PAI is a conscious and planned effort to prepare students to know, understand, appreciate, believe, be devout, have noble morals, and practice Islamic teachings through guidance, teaching and use of experience.[24] From several definitions, it can be concluded that PAI is a conscious effort made by the older generation towards the younger generation to develop the maximum Muslim personality which includes knowledge, experience, skills and abilities so that they can carry out the teachings of the Islamic religion in their daily lives.

PAI learning is a process carried out consciously and deliberately by the older generation towards the younger generation to form the maximum Muslim personality so that they can implement the teachings of the Islamic religion in their daily lives. PAI learning is aimed at educating students to have knowledge related to Islamic religious teachings and behave in accordance with the values of Islamic religious teachings.[25] These two goals are characteristic of PAI learning which does not only stop at the cognitive realm but also reaches how students can internalize the knowledge they gain in everyday life. The knowledge possessed by students is the output of PAI learning, while the internalization is the outcome of the learning itself.

According to Zakiah Dardjat, learning religious education is not just about pursuing religious knowledge and training students' skills in worship. Furthermore, religious education learning aims to shape students' personalities according to religious teachings which includes developing attitudes, mentality and morals towards Allah SWT, the universe and fellow humans. This is much more important than students just memorizing religious propositions and laws that they do not absorb and live by in their daily lives.[26] PAI is intended not solely to fulfill intellectual needs, but rather aspects of appreciation, practice and application that can become a guide to life.[27] Meanwhile, according to Imam al-Ghazali, the main purpose of this education is to provide preparation for worship and devotion to Allah SWT. and perfection of the soul to lead to happiness in this world and the hereafter.[28]

The PAI coaching pattern is not just about learning PAI in the classroom but is developed by emphasizing integration between the three centers of education, namely the family, school and community environments. A PAI teacher is required to monitor PAI activities held

in the family and community so that there is harmony and unity of action in their development.[24] The family and community environments are often not in line with school expectations, and many of these environments do not facilitate students' needs to internalize the values taught at school. Joint awareness is needed to form a supportive environment so that an environment can be created that contributes to PAI's success.

The implementation of PAI learning must pay attention to individual differences (furq al-fardiyyah) of students and respect their dignity and freedom of thought so that learning is understood as a fun process and can encourage their individuals to develop optimally. Apart from that, teachers must instill in students the concept of lifelong learning (lifelong education) and education for everyone (education for all), as the Prophet said. "Seek knowledge from the cradle to the grave" and seeking knowledge is an obligation for every Muslim and Muslim woman."[24]

The Relevance of Bloom's Taxonomy to PAI Learning in the 21st Century

PAI learning is held to provide students with knowledge of Islamic teachings with the aim that they can apply it in their lives. PAI learning is required to be a process of knowledge guidance, instilling values, forming behavior and personality, improving intellectual, physical and spiritual abilities that are perfect, balanced and in line with the demands of the times.[29] The importance of applying the values of Islamic teachings in daily life is consistently more important than knowledge that is only memorized. Nevertheless, the position of knowledge of Islamic teachings remains important. Because it is impossible for a person to carry out worship and apply other religious teachings well without having knowledge, "without knowledge, deeds are useless, while knowledge without

deeds is useless."[30] PAI learning must be able to touch on the main aspects of PAI assessment, namely knowledge, skills, appreciation and habituation.[31] This assessment is aimed at measuring student competency and as material for evaluating teachers in making improvements.

The implementation of PAI learning must also be adjusted to the needs of students so that it can be implemented optimally. The 21st century is marked by rapid advances in information and technology, requiring students to have good technological literacy. 21st century learning mandates the achievement of students to have the 6C skills (critical thinking and problem solving, communication, collaboration, creativity and innovation, character education, and citizenship) so that they become individuals who have future competence.[32] These six skills can be realized through learning designed using Bloom's taxonomy. Teacher skills are needed in planning, implementing and evaluating learning so that these six skills can be accommodated and implemented optimally.

Bloom's taxonomy as a hierarchical structure that identifies students' skills from low to high levels is used in PAI learning so that it can touch students' cognitive, affective and psychomotor skills. This is intended so that students have maximum knowledge of the Islamic religion and can actualize it in daily life consistently. In addition, learning design using Bloom's taxonomy can activate students' 6C skills. The revised Bloom's Taxonomy can increase students' attention and critical thinking skills which can support the success of PAI learning.[33]

PAI learning aims to increase students' understanding, faith, appreciation and practice of Islamic teachings, so that they become individuals who believe and are devoted to Allah SWT, and have good morals in personal, family and community life.[1]

PAI's position as a means of providing knowledge as well as values to students so they can practice it well cannot be focused on cognitive theoretical religious issues. Learning is needed that is able to touch the affective and psychomotor domains so that students have knowledge, have a sense of responsibility towards Allah SWT, nature and the universe and can carry out appropriate worship. Dogmatic PAI learning needs to be changed with learning that can increase students' critical power so that it is in line with the demands of the times.[25] Learning that pays attention to the three domains of Bloom's taxonomy can awaken the potential of students so they can dedicate themselves to Allah SWT. well and mindfully.

Modern learning that focuses on student involvement in learning with the aim of learning to be fun and meaningful encourages teachers to pay a lot of attention to students. Teachers must be able to be active facilitators so that students are free to carry out learning but it occurs systematically. 6C skill abilities can be obtained through learning itself, supported by good procedural teachers.

CONCLUSION

21st century learning has different characteristics because of the changing times that have occurred. Students are required to have 6C skills as preparation for their future. Through these skills, students can be actively involved in learning so that PAI learning must maximize this. Bloom's taxonomy is divided into three domains, namely the cognitive domain, affective domain and psychomotor domain, which can activate these skills. Bloom's taxonomy classification is quite relevant to PAI learning which aims to increase students' understanding, faith, appreciation and practice of Islamic teachings, so that they become individuals who believe in and are devoted to Allah SWT, and have good morals in personal, family and community life. PAI learning cannot be held only focusing on cognitive material, because it requires application and appreciation by students so that Islamic religious values are maintained.

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