# EVALUTION OF ISLAMIC RELIGIOUS EDUCATION LEARNING BASED ON BLOMM'S TAXONOMY

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## Article Information

## Abstract

*This study attempts to analyze the use of Bloom's Taxonomy in studying Islamic Religious Education mastery to assess students' competency achievement. Bloom's Taxonomy, which has 3 main domains—cognitive, affective, and psychomotor—provides a clear basis for developing a comprehensive evaluation. Using a literature review approach, this study analyzes the results of previous studies to identify the benefits and challenges of implementing Bloom's Taxonomy in the context of Islamic Religious Education. The results of the study reveal that this taxonomy is not only successful in measuring students' abilities, but also plays an important role in shaping attitudes and skills that are in line with Islamic teachings. The application of Bloom's Taxonomy-based evaluation can improve the quality of Islamic Religious l lerlearning, help students apply religious knowledge and values in everyday life, and support the formation of better student character.*

Keywords: Learning Evaluation, Islamic Religious Education, Bloom's Taxonomy

**Introduction**

Learning evaluation is an important part of educational tools, including the PAI curriculum. The main role of evaluation is to evaluate student skills, measure the success of learning methods, and provide a basis for future improvements. Knowledge, the effectiveness of evaluation is highly dependent on the evaluation tools applied. Well-designed evaluation tools should be able to measure cognitive, affective, and psychomotor components fully in accordance with the desired learning objectives. (Shofiyulloh, M., Nugraha, M. G., & Fajarianti, S. N. F. 2024).

This taxonomy, created with the help of Benjamin S. Bloom in 1956, divides educational objectives into many areas. Each area is also described hierarchically (Bloom, 2020). This taxonomy includes 3 main domain names. First, there is the Cognitive domain, which combines high-level abilities such as facts, knowledge, and critical thinking. Second, the Affective domain specializes in sports activities related to emotions and feelings including curiosity, attitude, appreciation, and edition. The third area is Psychomotor, which includes motor skills including handwriting, typing, swimming, and operating machines. In the context of Islamic religious education, it refers to the ability to apply and practice religious teachings in everyday life.

This is in accordance with previous research (Magdalena, et.al, 2020) that learning with Taxonomy is very effective in helping to shape students' character. Likewise, research (Elsandra et al., 2022) that taxonomy is only used in general materials, more specifically in mathematics and other arithmetic has been proven to make students more disciplined.

Then with this learning model, it is expected to be able to create educational output that is truly smart and able to apply its intelligence in its life with noble deeds and morals, or in Bloom's language is achieving the Metacognitive level referring to the ability to regulate various cognitive aspects (Wandini et al., 2022). In Bloom's taxonomy, introduced by Benjamin Bloom, metacognition regulates six levels in the cognitive aspect, which include the stages of remembering, understanding, applying, analyzing, and synthesizing (Bloom, 2020). Therefore, it identifies that knowledge is not only obtained through rational reasoning, but also through concrete experience (Suriasumantri,2019).

**Methodology**

This qualitative study uses descriptive and analytical methods to investigate and convey the reasons behind the emergence of evaluation tools in Islamic religious education (PAI) using the Bloom Taxonomy model. Sukmadinata (2005) and Nata (2008) define the approach, which specializes in analyzing important literature evaluations related to practice problems. This paper is written using data collected from literature research, which requires a deep understanding of various medical thoughts in addition to references from books, journals, and previous studies. The method of data collection is modified methodically, using regular source search techniques and critical reviews centered on applicable literature to improve the arguments and views offered in this study.

**Findings and Discussion** Learning Evaluation

Learning Evaluation is a systematic data collection approach that determines whether and to what extent improvements have occurred in students (Daryanto, 2010: 1). Meanwhile, learning evaluation further refers to activities carried out systematically, continuously, and comprehensively in order to control, ensure, and determine the quality (value and meaning) of learning for various existing components, by considering certain criteria. This is also a form of teacher accountability in carrying out the learning process (Zainal Arifin, 2013: 9-10).

Learning evaluation, according to the author, refers to an activity to assess or measure the learning process. In every activity, humans naturally want to recognize the impact of their efforts. This also applies in schools, especially in colleges, where students, teachers, and parents try to understand the development and success of student learning. To collect data on student learning outcomes, instructors often hold tests, both daily and modern, to measure these achievements, this technique is called evaluation. In order for evaluation to be carried out effectively, it is very important for every teacher to have a good understanding of evaluation, especially those related to the essence and purpose of evaluation in the learning process. Evaluation is an important thing and an integral part of the stages of learning activities. (Putri & Abimanyu, 2024).

Evaluation allows teachers to investigate the success of sports mastery in advance. Evaluation is a data collection approach to determine the extent to which reading objectives have been met. Therefore, at the same time as compiling the evaluation, it is important to carefully analyze the definition of mastery objectives and ensure that the evaluation properly reflects the extent to which the learning process has been carried

out. Each participant in an activity sincerely wants to understand the results of their efforts. In addition, they need to check whether the hobby has been completed correctly. Teachers, as direct facilitators of the reading method, want to understand the impact of the learning research they have provided.(Cundiff et al. 2020)

Educators need to conduct evaluations to assess the learning machine and its results.

Islamic education

Muhaimin outlined some of the extraordinary tendencies of Islamic education, along with his awareness of maintaining faith; upholding the values contained in the Quran and Hadith; emphasizing religion, records, and good deeds; aiming to increase those who are pious both in my opinion and socially; serves as a basis for moral and ethical improvement; combines every rational and supra-rational element; and presents a curriculum that seeks to discover, expand Islamic history (Mahmudi, 2019).

Islamic education aims to improve a person's physical, religious, and intellectual abilities (mentality or mindset) in accordance with Islamic ideals. First, in terms of physical tendencies, Islamic education teaches about the requirements to cover the genitals, certain eating etiquette, manners in walking, and unique moral behavior. Second, in terms of spirituality, Islamic education focuses on increasing faith and piety to Allah SWT. Third, related to psychology, Islamic education teaches the importance of having good thoughts, not only towards oneself but also towards others, such as avoiding envy, having good thoughts, not being arrogant, and various other commendable morals (Jalil, 2016).

What is meant by effective learning is learning

Which allows students to receive lessons easily, enjoyably but the expected learning objectives are still achieved. Islamic religious education (PAI) is described as a systematic and pragmatic technique to guide Muslim students so that Islamic teachings become an inseparable part of their identity. This means that the scholars really approach, consider, and practice Islamic teachings as a way of life, which acts as a comparison of their behavior, thoughts, and intellectual attitudes .(Inspirasi, 2022) Therefore, the success of Islamic religious education learning is assessed by the extent to which in structional and educational targets are met in an interesting and engaging manner. Easily understood by students. This is done through effective and efficient interactions between teachers and students (Fakhrurrazi, 2018).

This study focuses on Islamic religious education, which is intended to influence students' character, especially peer relationships in schools that have signs and symptoms of ethical degradation. As a result, this research question focuses on the characteristics of Islamic religious education among peers, in addition to individual traits tested through student interactions . (Sayid Ahmad Ramadhan dkk. 2023) The consequences of this research are likely to have theoretical and practical implications. Theoretically, this study seeks to increase recognition of the important features of Islamic religious education among peers in shaping students' personalities.

In practice, this research provides an opportunity to gain experience both in educational settings and in the real world. This research teaches children how to choose healthy peer groups, educates parents about the need to pay more attention and supervise their children's social interactions, and provides schools with more data to help them supervise students more appropriately (Rumadan, 2023).

Bloom's Taxonomy

Taxonomy is a categorization tool that comes from Greek (Yaumi, Muhammad: 2013) with the meaning: "Taxis," which means organization, and "Nomos," which means knowledge. Dr. Benjamin Bloom (1956), an academic psychologist, developed the concept of higher education by focusing on reading and comparing thoughts, tactics, processes, and concepts rather than simply memorizing notes or memorizing (Zhou & Brown, 2017). Bloom's Taxonomy of educational targets, Cognitive domain was released in 1956, and Taxonomy of educational targets, Affective domain came out in 1964. Bloom's work did not stop there; in 1971, he published "Handbook on Formative and Summative Evaluation of Student Learning", and in 1985, another work entitled "Developing Talent in Young People" (Winkel, 2007).

Bloom's taxonomy is regularly used to structure desires and mastery sports. Bloom first established 2 learning domain names: the cognitive location, which refers to high-level talents (information), and the affective area, which specializes in the development of emotions or affective elements (thought patterns). In 1966, Simpson added a 3rd domain to Bloom's taxonomy: the psychomotor area, which deals with manual or physical abilities. Simpson presented "The classification of educational desires in the Psychomotor area", and Dave (1967) created the "Psychomotor Domain".

Bloom's Taxonomy is a classification used to describe learning objectives or outcomes in education. Created by Benjamin Bloom in 1956, the taxonomy provides a framework for setting learning objectives and evaluating the teaching process by grouping desired thinking skills in a hierarchical order, from the simplest to the most complex.

Bloom's Taxonomy is divided into three main domains:

1. Cognitive Domain: Related to knowledge and thinking skills. This domain is the most well- known and developed in Bloom's taxonomy. Bloom defines the Cognitive area in Islamic education evaluation as follows: "The cognitive area, which is the priority of this book, consists of objectives that address the memory or recognition of knowledge and the improvement of intellectual abilities and skills" (Bloom, 1956). The cognitive area is associated with the desire to learn which includes remembering and improving intellectual abilities and skills. This refers to students' cognitive talents and understanding, with 6 ranges ranging from the most important (expertise) to the most sophisticated (evaluation):

   a. Knowledge: Remembering previously learned information, in alongside the important parts of the Qur'an.

   b. Comprehension: Understanding the importance of the knowledge acquired, which includes articulating the meaning of hadith or Islamic ideas.

   c. Application: Applying knowledge to new conditions, along with using Sharia thinking in real global case studies.

   d. Analysis: Analyzing the material by dividing it into smaller components and studying their interrelationships, along with evaluating various teacher perspectives on fiqh issues.

   e. Evaluation: Making alternatives or evaluations primarily based on targeted standards, which includes developing Islamic-based procedures for dealing with community problems (Bloom, 1956).

   f. Creating: Developing answers to community problems, especially based on Islamic ideals.

   Evaluation instruments in this domain can be multiple-choice questions, essays, or case studies that measure various levels of thinking.

2. Affective Domain: Relates to individual attitudes, values, and feelings. The affective taxonomy describes the level of emotional involvement in the learning process.

   a. Receiving: Willingness to listen and receive information.

   b. Responding: Active participation in material or activities.

   c. Valuing: Giving value or appreciation to something.

   d. Organization: Organizing values and integrating them into patterns. consistent.

e. Characterization (Characterization by value): Acting according to values certain consistently (Krathwohl, 2002).

3. Psychomotor Domain: Relating to physical skills and motor abilities. This taxonomy encompasses the levels of physical skills that develop through practice and experience. Bloom did not define the psychomotor domain, which deals with physical abilities. Although Bloom proposed 3 domains of learning—cognitive, affective, and psychomotor—other teachers, including Elizabeth Simpson and Harrow, elaborated on the psychomotor domain primarily. They designed more specific categorizations within the Psychomotor area while maintaining Bloom's basic framework. As a result, although Bloom did not explicitly outline the Psychomotor domain, his contributions in establishing learning objective domains, such as Psychomotor, laid the foundation for later professionals to construct more comprehensive taxonomies in the subject.

In 2001, Anderson and Krathwohl revised the taxonomy Bloom, replaced several terms and arranged them in a more dynamic and relevant order for modern learning contexts. This revision includes changing verbs from nouns, as well as merging several categories:

a. Remembering

b. Understanding

c. Applying

d. Analyzing

e. Evaluating

f. Creating - replaces Synthesis in the original version (Anderson & Krathwohl, 2001).

Learning Principles Underlying Bloom's

Taxonomy Dalyono (2005) defines the principles of learning:

1) Physical and Spiritual Maturity

Physical maturity, which refers to a person who has reached the minimum age limit and has the physical energy to participate in learning activities properly. This means that the person has the stamina and health that are essential to engage in the learning process. In contrast, spiritual maturity includes the mental abilities needed for learning activities, such as critical questioning skills, effective memory recall, and social competence that facilitates relationships with others.

Physical and mental maturity complement each other and play a vital role in enabling successful and efficient learning. Those who integrate the two are not only physically but also psychologically prepared to face academic challenges.

2) Readiness

Readiness to take part in learning activities is very important for anyone who wants to go to college. This readiness includes physical ability, mental readiness, and the availability of appropriate learning resources.

Physical readiness requires individuals to have sufficient strength to actively engage in learning activities, as well as a strong interest and drive to achieve learning goals. People who are in good physical shape can concentrate better and stay engaged in their studies. Mental readiness is also important and includes a good mindset, affective resilience, and critical thinking skills. These elements work together to create a productive and successful learning environment, allowing students to get the most out of their learning experience.

3) Understand

Every individual should have a clear idea of what they need to achieve and the direction of their learning goals. Understanding learning goals not only helps maintain interest but also provides insight into the benefits that one will gain. Individuals who have a clear understanding of these goals can make the necessary physical and mental preparations. Such preparations are essential to developing a smooth and effective learning experience. Those who are physically and intellectually prepared are better able to manage learning obstacles, resulting in outcomes that meet their expectations. Therefore, having clear goals is essential to successful learning.

4) Have sincerity in learning

Sincerity is an important trait that every student must have. Those who are serious are more motivated to achieve excellent results and avoid wasting time and energy on studying. Seriousness to learn to demonstrate enthusiasm and effort in fully understanding the content and striving to achieve academic or professional goals.

When individuals understand intentionality, they become more disciplined with their time and resources. This allows individuals to study more efficiently, maximize each study session, and gain a deeper understanding of the subject matter. Intentionality also motivates individuals to persevere in the face of adversity, which allows them to overcome challenges and achieve their goals. Therefore, a strong determination to study is an important step to improving results academic. ( Mollman, Muckle, & Martinez, 2024)

5) Tests and Practice

Repetition is necessary during the learning process to ensure that the content is fully integrated into memory, allowing individuals to understand and remember it for a long period of time. Dimyati and Mudjiono's book Learning and Training outlines several important factors to enhance learning. These include interest and motivation, which are essential for staying focused; student participation in the learning process; direct involvement or hands-on research that enhances understanding; and repetition, which enhances memory retention. Challenges that arise during learning can also enhance motivation, while feedback and reinforcement from teachers or peers are essential to building enthusiasm. Finally, understanding individual differences among students is essential to tailoring learning strategies to their specific needs. ( McDermott, K. B., 2020)

Applying these principles makes the learning process more effective and enjoyable, leading to better outcomes for each learner (Sudewi et al., 2014)

**Conclusion**

Learning evaluation plays an important role in measuring student competencies, especially in Islamic Religious Education (PAI). Using Bloom's Taxonomy helps structure the evaluation process by covering the cognitive, affective, and psychomotor domains. This supports the development of knowledge, attitudes, and skills in line with Islamic values. The study shows that Bloom's Taxonomy is effective in creating comprehensive assessments and supports both academic achievement and character building. To achieve the best results, evaluations must match students' abilities and be supported by appropriate teaching methods. Overall, applying Bloom's Taxonomy in PAI helps improve learning quality and strengthens students' character based on Islamic teachings.

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