



ANALYSIS OF SUITABILITY INDICATORS AND BASIC COMPETENCIES OF ISLAMIC EDUCATION LEARNING BASED ON THE REVISION OF BLOOM'S TAXONOMY

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Abstract: The purpose of this study was to describe the suitability of indicators for basic competence in the implementation of learning plans for islamic education subjects at SMK Muhammadiyah Tanjung Redeb based on the revised bloom taxonomy. This research was a qualitative descriptive study. The research location was carried out at the Tanjung Redeb Muhammadiyah Vocational School, Berau Regency, East Kalimantan. The objects in this study were indicators and basic competencies in class XI lesson plans for islamic education which were developed by educators at the Tanjung Redeb Muhammadiyah Vocational School, Berau, East Kalimantan. Data collection techniques used documentation analysis techniques, while for data analysis techniques researchers used interactive techniques Miles, Huberman and Saldana by going through the stages of condensing data, presenting data, and drawing conclusions. As for testing the validity of the data using triangulation. The results of the study showed that there was a discrepancy at the level of basic competence with indicators of achieving competence where these indicators are below basic competence.

INTRODUCTION

Educators in the world of education must master three things, namely the curriculum, the learning process and the assessment system (Azzaah & Halimah, 2022; Nuraeni, 2019). In addition, an educator in his duties was expected to be able to develop competency achievement indicators when preparing lesson plans namely lesson plan (Al Farobi et al., 2022). This was important because the academic achievement index was a benchmark for achieving basic competence and assists teachers in developing learning materials (Hasbullah et al., 2019).

The development of indicators must reached a minimum competency level in basic competencies and to adapt to the needs of students at the time of the final assessment of an educational unit, an educator can develop basic competencies beyond the minimum competencies (Wafi, 2017). As a first step for educators in developing indicators, namely by analyzing the level of competence in core competencies and basic competencies, using operational verbs (Dewi et

al., 2020). It should be understood together that there are three levels of competence in basic competencies, namely cognitive, affective and psychomotor (Effendi, 2017).

In addition to the three levels above, educators also needed to accommodate competencies according to core competency and basic competencies when developing indicators. According to Indaryanti *et al.* (2019) said the minimum competence in basic competencies as a key indicator. So that an educator in planning learning needed to state it in writing in the lesson plan and must be applied to the learning process. Meanwhile, Suyatno (2020) emphasized that in developing indicators an educator must look at the learning activities that will be carried out in class, so that what the educator will convey to students has clear objectives.

However, the current phenomenon was islamic education educators at SMK Muhammadiyah Tanjung Redeb experience difficulties in developing lesson plans and formulating academic achievement index based on Higher Order Thinking Skill HOTS. Where it can be seen from the lesson plans that are not in accordance with the demands of 21st century education and that there is a discrepancy between basic competencies and the formulation of indicators in HOTS-based learning made by islamic education educators. Seeing this phenomenon becomes a clear case that the demands of education in the 21st century at this institution have not been fulfilled where students must have competence and become human beings with the soul of problem solvers, critical thinking.

Therefore an educator needed a framework to measure these achievements or is called a taxonomy. In the field of education taxonomy was used to classify instructional objectives, learning objectives, and learning objectives. So Islamic religious education needs to be a medium to form the mindset of students critically in solving problems. So that it could realize students (HOTS) as expected by the RI Minister of Education and Culture (Gunawan & Palupi, 2017; Wahyuningtyas *et al.*, 2022). One of the taxonomies used in education was bloom's taxonomy. Broadly speaking bloom's taxonomy was classified into three namely the cognitive domain, which relates to intellectual abilities; affective domain, which was related to feelings and attitudes; and the psychomotor domain, which deals with skills (Ismail & Ariani, 2021).

Studies on the suitability analysis of indicators with basic competencies have been carried out several times by several researchers. Like Nursari *et al.*'s research (2021) which was deliberately carried out to analyze whether in an online state, the teacher still facilitates students' higher-order thinking skills or not. The learning implementation plan that was made contains 7 indicators which contain Higher Order Thinking Skill (HOTS) values. The learning implementation plan used by the teacher to assess student activity in class. Other research was also carried out by Uswatun (2020), Overall, the results of this study indicate that there was an increase in the ability of teachers to prepare

lesson plans based on 21st Century skills, literacy and HOTS, after coaching with a workshop approach.

Of course it was something different from previous research, this research prioritized the analysis of the suitability of indicators with basic competencies in islamic education learning material which incidentally was the basis of religion in this institution. Second, it has become the main thing that religious education must be the central point of successful learning in schools. Third, another interesting thing about this research was presenting the concept of bloom taxonomy analysis for readers so that it was easy to understand the study and could be a source of reference for new insights for them.

Based on the description above, it was important to suitability of indicators and basic competencies which could have an impact on learning materials, methods, processes, and evaluation. So the authors were interested in conducting research at the Tanjung Redeb Muhammadiyah Vocational School, Berau, East Kalimantan regarding the suitability of indicators for basic competencies in islamic education subjects at the Tanjung Redeb Muhammadiyah Vocational School based on the revised bloom taxonomy.

RESEARCH METHODS

This research was a descriptive research type with a qualitative approach. The purpose of this study was to analyze the suitability of indicators for basic competencies in class XI islamic education lesson plans at SMK Muhammadiyah Tanjung Redeb based on the revised bloom taxonomy. This research was conducted at Tanjung Redeb Muhammadiyah Vocational School, Berau Regency, East Kalimantan. The object of this study was basic competencies and indicators developed by educators in the islamic education lesson plan at Tanjung Redeb Muhammadiyah Vocational School. Data collection techniques used documentation analysis techniques, while for data analysis techniques researchers used interactive techniques Miles, Huberman and Saldana by going through the stages of data condensation, data display and conclusions drawing. As for testing the validity of the data in this study, it was carried out using triangulation.

RESULTS AND DISCUSSION

Based on the data that has been obtained and reviewed, it showed that the islamic education learning planning process at Tanjung Redeb Muhammadiyah Vocational School was formulated in a systematic learning tool consisting of school identity; core competency; basic competence and competency achievement indicators; learning objectives; learning materials; learning methods; media, tools and learning resources; learning activity steps; and learning evaluation.

According to the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 16 of 2009, one of the functions of educators was to develop lesson plans (Suyatno, 2020). So that educators were expected to be able to prepare lesson plans in a professional manner. The learning implementation

plan was a face-to-face learning activity plan for one or more meetings developed from the syllabus as an effort to achieve basic competence. In line with what Arjuni & Jamal, (2022); Daulay & Halimah (2023) conveyed that the implementation of learning requires learning design, organizing material, learning steps and assessment. Angraini et al. (2020); Latifah (2023); Suriani et al. (2022) conveyed where in 2001, Anderson and Krathwohl through their book "A Taxonomy For Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational" revised the cognitive domain which has six dimensions that were different from the previous version namely, knowledge, comprehension, application, analysis, synthesis dan evaluation become remember, understand, apply, analyse, evaluate, dan create.

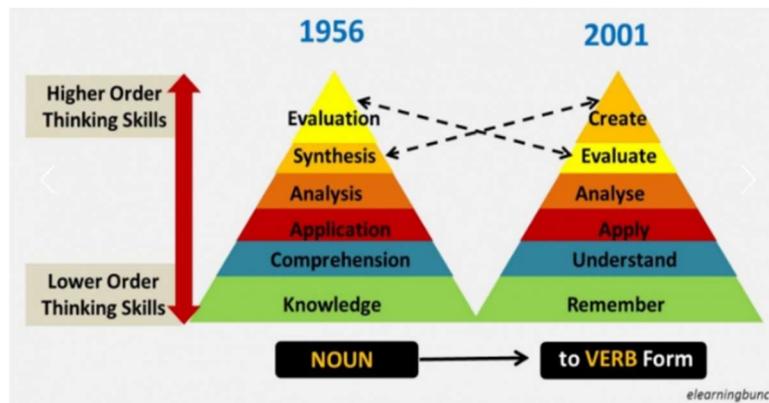


Figure 1. Revised Bloom's Taxonomy

Hierarchically, the dimensions of Anderson's revision were composed from the most basic abilities to the highest. At each level Anderson put a different focus and emphasis. The higher a level, the greater and more complex the learning experience, the learning process and the assessment. Where in general the taxonomy of bloom in Anderson and Krathwohl's revision lies in the cognitive domain which must be in accordance with educational goals, namely students could do something.

From the basic competence that was reviewed related to the academic achievement index developed by islamic education educators at the Tanjung Redeb Muhammadiyah Vocational School for basic competence, it could be seen through table 1 below:

Table 1. Analysis of indicators in class XI lesson plan for islamic education at SMK Muhammadiyah Tanjung Redeb

Basic competencies	Indicators of achievement of competencies developed by the teacher	Competency Level	Note
3.2 Analyzing the meaning of Q.S. Yunus/10: 40-41 and Q.S. al-Maidah/5: 32, as well as	Show examples of tolerant behavior and avoid acts of violence as an implementation of understanding Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 and related traditions.	C1	Unaccordance

the Hadith about tolerance, harmony, and avoiding acts of violence	Displaying behavior as an implementation of understanding Q.S. Yūnus/10:40-41 and Q.S. al-Māidah /5: 32 and related traditions.	C2	Unaccordance
	Read Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 correctly	C1	Unaccordance
	Identifying the law of reading tajwīd Q.S. Yūnus/10: 40-41 and Q.S. al-Maidah /5: 32	C1	Unaccordance
	Mention the meaning of Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 as well as related hadiths about tolerant behavior, harmony and avoiding acts of violence.	C1	Unaccordance
	Explaining the contents of Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 as well as related hadiths about tolerant behavior, harmony and avoiding acts of violence	C2	Unaccordance
	Demonstrating reading Q.S. Yūnus (10): 40-41 and Q.S. al-Māidah (5):32.	C3	Unaccordance
	Demonstrating memorizing Q.S. Yūnus/10: 40-41 and Q.S. al-Maidah /5: 32.	C3	Unaccordance
Demonstrating memorizing Q.S. Yunus/10: 40-41 and Q.S. al-Maidah/5: 32 eloquently and smoothly	C3	Unaccordance	

In the table above some of the learning outcomes were at level C1 (knowledge), namely the GPA could be known as follows: (1) Shows examples of tolerant behavior and avoids acts of violence as an implementation of understanding Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 and related hadiths; (2) Read Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 correctly; (3) Identifying the law of reading tajwīd Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32; and (4) State the meaning of Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 as well as related hadiths about tolerant behavior, harmony and avoiding acts of violence.

In addition to learning outcomes C1, there were also C2 (understanding) which could be known from the GPA as follows: (1) displayed behavior as an implementation of understanding Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5:

32 and related hadiths; and (2) explaining the contents of Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32 as well as related hadiths about tolerant behavior, harmony and avoiding acts of violence. Furthermore, there are also learning outcomes at the C3 level (Application) namely the GPA as follows: (1) demonstrating reading Q.S. Yūnus (10): 40-41 and Q.S. al-Māidah (5):32; (2) demonstrate memorizing Q.S. Yūnus/10: 40-41 and Q.S. al-Māidah /5: 32; and (3) demonstrate memorizing Q.S. Yunus/10 : 40-41 and Q.S. al-Maidah/5: 32 eloquently and smoothly.

It could be seen that based on the results of the analysis of competency levels in basic competence by analyzing operational verbs, it appears that the competency achievement indicators have not reached the minimum competency in basic competence. It could be seen that basic competence 3.2 was at the level of analyzing if based on operational verbs the level of analyzing is at the level of thinking C4. Meanwhile, the competency achievement indicators developed by educators from the highest basic competence only reach the C3 thinking level, namely demonstrating.

In table 1 above, the learning outcomes in basic competence 3.2 directed students to analyze the meaning of Q.S. Yunus/10: 40-41 and Q.S. al-Maidah/5: 32, and Hadith about tolerance, harmony, and avoiding violence. So the minimum competency should be analyzing, namely the ability of students to analyze material into parts and determine which parts were connected to other parts as a whole. However, in this case the author did not find the competency achievement indicators developed by Islamic education educators based on an analysis of lesson plans.

Based on the results of the research, it could be seen that the preparation of lesson plans carried out by Islamic education educators at the Tanjung Redeb Muhammadiyah Vocational School was in accordance with the components in Permendikbud No 22 of 2016 concerning process standards for primary and secondary education (Lina Marlina, 2022). As Mauliandri *et al.*'s opinion (2021) the components in the lesson plan are: a) school identity; b) core competence; c) basic competence and competency achievement indicators; e) learning objectives; f) learning materials; g) learning methods; h) media, tools and learning resources; i) learning activity steps; and j) evaluation.

However, it should be noted in making lesson plans, for developing indicators the first step that an educator must take is to analyze the level of competence contained in core competence and competency achievement indicators which can be known from operational verbs. Operational verbs that are widely used by the world of education are taxonomies where in the latest version compiled by Loron W. Anderson and David R. Krathwohl (Gunawan & Palupi, 2017; Ruwaida, 2019). So that in making a lesson plan for an Islamic education educator, it is necessary to pay attention to the level of dimensions in Anderson's version of Bloom's taxonomy, whether the achievement indicators for basic competence are at the level of low order thinking skills (LOTS) or higher order thinking skills (HOTS). As explained in Ariyana *et al.* (2018) through the following figure:

Table 2. Cognitive Bloom Level

Cognitive Processes		Definition
C1	Remember	Retrieve relevant knowledge from memory
C2	Understand	Build meaning from the learning process, including spoken, written, and visual communication
C3	Apply	Performing or using procedures in unusual situations
C4	Analyze	Breaking material into its parts and determining how the parts relate to the parts and to an overall structure or purpose
C5	Assess or evaluate	Make judgments based on criteria or standards
C6	Create	Putting elements together to form a coherent or functional whole; rearranging, rearranging elements into a new pattern or structure

Based on the data in the table and pictures of the cognitive indicators of the Bloom HOTS taxonomy above, the competency achievement indicators developed by Islamic education educators at SMK Muhammadiyah Tanjung Redeb from basic competence 3.2 is still at the low order thinking skill (LOTS) level, namely at level C1 was remembering, C2 was understand and C3 which was application. The indicators developed only included showing, reading, explaining, and demonstrating. As described by Gunawan *et al.* (2017); Muhammad, (2021) in the revised Bloom's taxonomy that the cognitive domain was at level C1, this still included the ability to recognize and recall, while C2 was still at the stage of translation, interpretation and exploration, and C3 was still at the stage of the ability to apply or use ideas in general.

Based on the results of an analysis of the indicators contained in the lesson plan for class XI Islamic education at SMK Muhammadiyah Tanjung Redeb it could be concluded that it has not yet reached the achievement of basic competencies and thinking at the HOTS level. So in this case an educator in designing lesson plans needs to understand the cognitive dimension so that he can assist in making lesson plans. An educator is also expected not only to teach things that are rote like factual knowledge, but to focus on high-level cognitive processes for upper secondary education such as this Muhammadiyah Vocational School.

So to achieve 21st century learning that emphasizes HOTS abilities, in this case educators needed to increase the cognitive level up to the HOTS level, including the operational verbs "identify" (C1) can be added operational verbs "analyze" (C4). So it increase from C1 to C4. Furthermore, the operational verbs "explains" (C2) can be upgraded to operational verbs "correlates" (C4) so that the

cognitive level of C2 becomes C4. And then the "demonstrating" (C3) operational verbs can be increased by using "interpreting" / "projecting" (C5) operational verbs so that the cognitive level of C3 becomes C5. So if this is done it will have an impact on the creation of critical thinking in students.

Therefore, in compiling learning tools, the main thing an educator did was to analyze the curriculum in the form of basic competencies. Meanwhile, according to Sanjaya in Jundi *et al.* (2021) what was meant by basic competence is the minimum ability that must be achieved by participants as a competency standard. So that it could be seen that basic competence is something that must be achieved and owned by students in achieving core competencies.

CONCLUSION

In general, in making learning tools carried out by islamic education educators at SMK Muhammadiyah Tanjung Redeb, the lesson plan components were in accordance with the Permendikbud, namely regarding basic and secondary education standards, which consisted of school identity to evaluation. Based on the results of an analysis of the indicators contained in the lesson plans for class XI islamic education teachers at Tanjung Redeb Muhammadiyah Vocational School, it was found that the indicators developed from basic competence 3.2 had not reached basic competence and were not in accordance with the Higher Order Thinking Skill (HOST) level. For this reason, in developing indicators a teacher must at least be in accordance with Basic Competence or achieve a competency higher than the minimum competency, by synchronizing the level of basic competence with the competency indicators being developed.

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