IMPLEMENTING BLOOM'S TAXONOMY IN THE ENGLISH CURRICULUM UNDER MERDEKA BELAJAR PROGRAM

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Received: 12-06-2024 Accepted: 21-08-2024 Published: 30-10-2024 Abstract: This study examines the implementation of Bloom's Taxonomy within the Merdeka Belajar Kampus Merdeka (MBKM) English Education Curriculum in Indonesia, a modification of the 2013 English Education Curriculum, in response to challenges such as low cognitive development, as evidenced by the 2019 PISA ranking. The research aims to evaluate the impact of Bloom's Taxonomy on cognitive, psychomotor, and affective domains in the MBKM English Education Curriculum at Panca Sakti University Bekasi. Using a descriptive qualitative method, data was collected through interviews, classroom observations, and document reviews. The research findings indicate that the application of Bloom's Taxonomy positively impacts students' ability to analyze, evaluate, and create content (cognitive domain), enhances their practical skills in English (psychomotor domain), and increases their motivation and engagement (affective domain). However, further refinement is needed to fully integrate the psychomotor domain into the curriculum. The study concludes that while the curriculum has succeeded in developing students holistically, particularly in cognitive and affective areas, greater focus on psychomotor skills is required to achieve higher proficiency. The study recommends further training for educators to optimize the curriculum's implementation, ensuring a more balanced development across all domains. Keywords: Bloom's Taxonomy; English Education Curriculum MBKM; Cognitive; Psychomotor; Affective.

INTRODUCTION

Universities in Indonesia offer a variety of programs, including diploma, bachelor's, master's, specialist, and doctoral degrees. To ensure the effectiveness of these programs, universities focus on four key areas: human resources, institutional structures, student activities, and research and publications. Central to these institutions is the process of teaching and learning, where the acquisition and dissemination of knowledge are prioritized (Sofyan, 2019). Universities are also tasked with supporting national goals by preserving and promoting Indonesian culture

while adhering to the *Tri Dharma* of higher education, which includes education, research, and community service (Anggrawan, Herawati, Suhendra, & Soraya, 2023).

In recent years, Indonesia has adopted the Independent Learning Campus (MBKM) curriculum, replacing the 2013 English Education Curriculum. This shift aims to improve the quality of human resources by fostering creativity, critical thinking, and independent learning among students (Arifin, Febriani, & Anasruddin, 2021). The MBKM curriculum emphasizes the development of students' cognitive, affective, and psychomotor Implementing Bloom's taxonomy in the english curriculum under Merdeka Belajar program

skills in line with the demands of the 21st century, where students need to be prepared for rapid technological advancements and changing societal needs (Ayundasari, 2022). The MBKM curriculum learning policy has characteristics that emphasize creativity. problem-solving learning orientation, learning based on people's needs in global work, and a comprehensive evaluation system (S. Santoso & Pramesti, 2024). Learning strategies in the independent curriculum must be optimized for teachers as the spearhead in advancing mutually beneficial education. If this is not realized, then the government's hopes of overcoming the weaknesses of Indonesian education will not be realized. This benchmark is the reference for researchers to describe how the Merdeka Curriculum learning strategies are used to build student potential (Sulaiman et al., 2024).

A key theoretical framework supporting the MBKM curriculum is Bloom's Taxonomy, which categorizes learning into cognitive, psychomotor, and affective domains. Bloom's Taxonomy helps guide the development of higher-order thinking skills, encouraging students to analyze, evaluate, and create new knowledge (Afandi, Sajidan, Akhyar, & Suryani, 2018). This aligns with the goals of Merdeka Belajar, which seeks to produce students who are not only knowledgeable but also capable of applying their learning in diverse and practical ways. The program emphasizes the importance of real-world skills, encouraging students to think critically and creatively. By focusing on hands-on experiences and problemsolving abilities, Merdeka Belajar aims to prepare students for a rapidly changing world, where adaptability and practical knowledge are just as important as academic achievement. Ultimately, the initiative aspires to cultivate well-rounded individuals who can contribute meaningfully to society. This aligns with the goals of Merdeka Belajar, which seeks to produce students who are not only knowledgeable but also capable of applying their learning in diverse and practical ways (Karanja & Malone, 2021).

The use of Bloom's Taxonomy in the MBKM curriculum allows teachers to set clear learning objectives, assess students' cognitive abilities, and design activities that support the development of critical thinking and problem-solving skills. By integrating Bloom's framework into the curriculum, educators can enhance students' intellectual growth and prepare them for the challenges of the modern world (Sofyan, 2019). The Teaching Campus program under MBKM

involves students contributing to the learning process in affiliated schools through team-based projects. This program aims to grow students' competencein communication, problem-solving, and social responsibility (K. H. Santoso & Kurniawati, 2024).

When lecturers design the exam questions, theyshould ensure that there is a match between the courselearning outcomes and assessment. Therefore, it iscrucial to use a suitable way to classify the exam ques-tions into their correct category or class to measure the student's cognitive level (Sangodiah et al., 2022).

Critical thinking is understood as the practical application of cognitive skills. The most commonly accepted approach to teaching these skills is based on Bloom's taxonomy of educational objectives, which has been widely adopted, including in Indonesia. Bloom's taxonomy addresses the overemphasis on memorization in many educational systems by establishing a hierarchy of thinking skills (Susilana et al., 2024).

This study aims to evaluate the effectiveness of the MBKM English Education Curriculum in fostering cognitive development and higher-order thinking skills through the application of Bloom's Taxonomy. Data will be collected through interviews, observations, and document analysis to determine how well the curriculum supports students' overall educational outcomes.

Teachers can observe and assess students' cognitive levels with the help of Bloom's Taxonomy. Teachers will find it easier to develop learning concepts and choose the layout of students' learning tasks accordingly. To implement Bloom's Taxonomy, teachers should take the following actions:

Determine Learning Objectives (TP). Students should be provided with learning objectives tailored to their developmental stage and proficiency level by the teacher.

Determine Learning Competencies. To ensure that they are not overworked and that students have the best learning experience, teachers must be aware of and understand their students' cognitive abilities.

Identify the range of students' intellectual skills. The range of a person's intellectual skills should be in line with their learning capacity.

Use appropriate keywords to help instructors explain the material.

Determine the media and learning framework. Teachers should prepare learning materials that are contextual with the desired learning objectives and choose a learning model that aligns with Bloom's

Taxonomy.

According to Sofyan (2019), the subsequent teaching and learning process should be infused with HOTS (Higher Order Thinking Skills) so that students can develop 21st-century skills optimally, including analytical thinking skills, communication skills, problem-solving skills, collaboration skills, and independence in learning. After going through the above stages, an educator can formulate an appropriate classroom learning strategy.

The concept of independent learning proposed by the government places a strong emphasis on cognitive growth. Consequently, students' students will be required to use their critical thinking and logical abilities. Applying Bloom's Taxonomy to independent learning is a smart move, as evidenced by the outcomes desired by the government (Faiz, & Kurniawaty, 2020). survey results, Based on the cognitive development of Indonesian children is still relatively low. The government hopes that the idea of independent learning can help Indonesian students develop their cognitive abilities (Yadika, Berawi, & Nasution, 2019).

One of the government's innovations in education is the concept of independent learning, which encourages students to solve various problems through projects and theory (Daga, 2021). This approach aims to help students apply the theories and materials they learn in real-life contexts and support their ideas with evidence. However, there is limited research on whether the MBKM English Education Curriculum effectively aligns with Bloom's Taxonomy in fostering these skills. Therefore, this study aims to address this gap by examining the impact of implementing the MBKM English Education Curriculum through data collected from interviews, observations, and document analysis.

The research questions are: (1) What are the implementation strategies for Bloom's Taxonomy within the independent learning policy in the English Education Curriculum at Panca Sakti University, Bekasi? (2) What factors support the successful implementation of Bloom's Taxonomy in the independent learning policy of the English Education Curriculum at Panca Sakti University. Bekasi? (3) How does the implementation of Bloom's Taxonomy in the independent learning policy impact student learning outcomes in the English Education Curriculum at Panca Sakti University, Bekasi?

The application of Bloom's taxonomy in

independent learning aims to help educators understand the hierarchical structure of student abilities, ranging from the lowest to the highest levels across cognitive, affective, and psychomotor domains. However, for this approach to be effective in practice, it is crucial to explicitly align the taxonomy's levels with specific teaching methods. By integrating these levels into tailored instructional strategies, educators can more effectively design and implement learning activities that meet students' developmental needs.

Observations by Bang, et al. (2022) This research uses a qualitative method, specifically qualitative descriptive with a participatory ethnography approach. The researchers consisted of 7 lecturers and 6 students implementing 3 PKM (Community Service Programs) in Belitung Regency. The study population consisted of six students from the Master of Business Knowledge and Management (MBKM) program who were engaged in participatory knowledge-management (PKM) activities. Data were collected through observations and interviews conducted before, during, and after the implementation of PKM activities in Belitung Regency. The research yielded three findings pertaining to the cognitive aspect: (a) Collaborative and participatory learning activities enhance MBKM students' knowledge regarding the implementation of community service activities; (b) they enhance students' analytical abilities; and (c) they enhance students' problem-solving abilities. The findings of this study can be utilized as an overview of the impact of MBKM implementation and can serve as recommendations for improving MBKM in PTS.

Observations by Suraiya, the cognitive domain in intellectual potential consists of knowledge, comprehension, application, analysis, synthesis, evaluation, analysis, synthesis, and evaluation in the learning process and evaluation of learning, as identified by a researcher through Bloom's Taxonomy. This is all related to the duties of teachers or educators and is very important in achieving g learning outcomes. One of the learning outcomes that must be developed in early childhood education is literacy and STEAM (science, technology, engineering, arts, and mathematics) so that the material can be delivered effectively. This study is a literature review. The method of data collection involves primary references and books to examine how Literacy and STEAM are applied in the Independent Learning Curriculum through Bloom's Taxonomy (in Anggito, & Setiawan, (2018).

Observations by Ariyana (2023) The

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implementation of the independent curriculum in teaching basic skills to PBSI UMT students can group abilities according to Bloom's taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating. This research is a literature review. The data of this study are secondary data, namely journals, websites, and books related to basic teaching skills. Data collection techniques were carried out through published and unpublished research notes.

However, the novelty of this research lies in bridging the gap between these prior studies by focusing specifically on how Bloom's Taxonomy can be systematically applied within the MBKM English Education Curriculum. Unlike previous works, this study contributes new insights by examining the impact of Bloom's Taxonomy on students' cognitive, affective, and psychomotor domains within the independent learning framework, offering practical recommendations based on interviews, observations, and document analysis in the context of community service approach programs. This advances the understanding of applying Bloom's Taxonomy in the Merdeka Belajar program by providing empirical evidence and detailed analysis on its effectiveness, which has not been thoroughly addressed in earlier research.

METHOD

This research was conducted at Panca Sakti University Bekasi, focusing on the application of Bloom's Taxonomy within the implementation of the Merdeka Belajar policy in the English Education Curriculum at the tertiary level. A qualitative descriptive methodology was employed to explore and analyze individuals' experiences, providing detailed descriptive data (Abdussamad, 2021). The study aims to systematically and accurately describe the actual facts and events related to the research subject, without testing hypotheses.

Data collection involved multiple methods. Interviews were conducted with six MBKM students and three faculty members, focusing on their experiences with Bloom's Taxonomy in independent learning. The interviews followed a semi-structured format, allowing participants to provide in-depth responses while ensuring that key aspects of the curriculum implementation were explored. Document analysis included a review of curriculum guidelines, lesson plans, and assessment rubrics, focusing on how Bloom's Taxonomy was integrated into these materials.

Participant selection was based on purposive

sampling, choosing students and educators directly involved in the MBKM program to ensure relevance to the study. Criteria included their active participation in curriculum development or community service activities under the independent learning policy.

For data analysis, the study utilized the threestage process of qualitative analysis: data reduction, data display, and conclusion drawing. Data from interviews and documents were coded and categorized according to themes related to the cognitive, affective, and psychomotor domains of Bloom's Taxonomy. This allowed for a detailed examination of how these domains are reflected in the curriculum and their impact on students' learning outcomes.

This study employs qualitative analysis techniques based on interviews, data collection, and analysis of results. The first step in data analysis involves analyzing all data from various sources, including interviews and related investigation papers such as legal documents. This is done because the aim of this research is to present the findings in a comprehensive, systematic, concise, and easily understandable format to allow the data to be utilized by similar researchers and to facilitate understanding of the study's findings (18).

The Collected data there are observation is essentially a technique or method of collecting data through ongoing observation. Observations can be conducted in a participatory manner (participatory non-participatory observation) or (nonparticipatory observation). The difference between participatory and non-participatory observation lies in the observer's role during the observation process. In participatory observation, the observer actively participates in the ongoing activities, whereas in non-participatory observation, the observer does not participate and only observes the activities. The observation conducted in this study is non-participatory with the following types of activities: (a) Observing classroom learning by focusing on cognitive, affective, and psychomotor aspects. (b) Observing learning tools.

Interviewing is a data collection technique also utilized in this research. According to Sukmadinata, an interview is one of the widely used data collection techniques, particularly in qualitative descriptive research. Interviews are conducted orally in face-to-face meetings, either individually or in groups, depending on the required data.

Document according to Sukmadinata, a documentary study is a data collection technique

involving the gathering and analysis of documents, including written, visual, and electronic documents. The collected documents are then selected based on their relevance to the research objectives and focus.

After collecting the data, researchers can proceed with the data analysis stage by following the procedures below:

Data reduction involves the process of categorizing data in such a way that final conclusions can be reached (verification). Following data collection, the gathered data is comprehensively and methodically organized. To draw straightforward conclusions, researchers should select focus areas based on the study's focal outcomes. Data reduction facilitates easier data retrieval for academics and aids in coding various aspects.

The next stage involves organizing the data and utilizing it to make decisions and take action. Besides narrative prose, data can be organized using matrices, charts, and diagrams. Researchers can control how data is presented to minimize data sets, making it easier for them to understand the occurrences and plan subsequent steps accordingly.

A series of final data analysis studies is necessary, and the findings from qualitative research must be re-examined. Verification should lead to well-founded conclusions. To achieve conclusions, researchers should compare current investigative data and look for trends, themes, patterns, relationships, and similarities.

RESULTS AND DISCUSSION

In Bloom's Taxonomy, the researcher carefully observed after the data had been analyzed, the curriculum Merdeka Belajar implemented. First, teachers used models of learning based on regulations and Bloom's Taxonomy. As previously described, this research attempts to answer the following

The following questions: 'How is the implementation of Bloom's taxonomy in implementing an independent learning policy in the English language education curriculum at Panca Sakti University Bekasi, how are the supporting factors for Bloom's taxonomy in implementing an independent learning policy in the English language education curriculum at Panca Sakti University Bekasi, in implementing Bloom's taxonomy in an independent learning curriculum what impact does it have on the English language education study program at Panca Sakti University Bekasi.

In answering this question, the researcher obtained three types of data; interview, observation checklist, and document review. First, interviews were conducted twice with each lecturer and student. Second, data was obtained through observations that were conducted 4 times for each classroom teaching and learning tool. In addition, a document review was also conducted by reviewing the lesson plans. Findings obtained from the data are based on the stages in the scientific approach; observing, questioning, try, associating, and communicate.

This study interviewed three lecturers as participants, consisting of one male and two female and two women. And observed four lecturers who were learning. They are from Panca Sakti University Bekasi. The names of all participants in this article are not written according to their real names for reasons of confidentiality. The names of the participants used Yn, Lny, Ynt, Dn, Lry, Ik and Isw. Data interview data from the three participants were compiled in the form of transcripts, then imported into NVivo 12 software for further analysis.

Figure 1, the word "Pembelajaran " dominated the conversations of participants with a frequency of 2.52% of all data, followed by the words "Mahasiswa", "Kurikulum", "Pembelajaran", and "Dosen".



Figure 1. Most frequently cited words from data

Some figures, such as the word cloud presented, would benefit from more detailed explanations or analysis. While it visually highlights key terms like "pembelajaran," "kognitif," and "dosen," its significance is not fully explained in the text. The figure illustrates the frequency of terms mentioned by participants, but the analysis should make explicit how these terms relate to the research findings. For instance, it would be helpful to explain why certain words like "psikomotorik" or "pengembangan" are prominent and how they tie into Bloom's Taxonomy's application in the curriculum. Providing a more explicit link between the figure and the study's overall results will allow readers to better understand the importance of these findings in relation to the research questions.

Implementation of bloom's taxonomy

Implementation of blooms 'taxonomy on the Program Merdeka Belajar for English Language Curriculum. The results of interviews regarding the implementation of Bloom's Taxonomy in Merdeka Belajar Program for the English curriculum show a positive impact on three aspects: cognitive, psychomotor, and affective. Cognitively, students are better able to analyze, evaluate, and create content in English. On the psychomotor side, the curriculum encourages students to be more active in speaking and writing, strengthening their practical skills. The affective aspect also shows improvement, where students become more motivated. confident and emotionally engaged in the learning process. Teachers found it helpful in designing more effective and thorough lessons, although further training is needed for the optimization of this implementation.



Figure 2. The results of interviews regarding the implementation of Bloom's taxonomy

Based on the chart of interview results regarding the implementation of Bloom's Taxonomy in Merdeka Belajar Program for the English language education curriculum in University, which involves interviews with deans and head of study programs Overall, the interviews indicated that the implementation of Bloom's Taxonomy in Merdeka Belajar Program for the English curriculum in University has gone well, especially in the development of cognitive and affective aspects. However, there is room for further improvement in the psychomotor aspects and a more holistic integration in the curriculum.

The results of classroom observations regarding the implementation of Bloom's Taxonomy show that the implementation of this strategy has successfully improved the quality of learning in the classroom. Overall, classroom observations show that the implementation of Bloom's Taxonomy has been successful not only in improving cognitive understanding, but also in motivating students and improving their practical skills. This success reflects the importance of structured lesson planning that focuses on developing various aspects of learning in accordance with Bloom's Taxonomy.



Figure 3. The results implementation of aspect cognitive

The cognitive hierarchy is tremendous, from essential retention to making something new in view of recently educated data. The six categories that represent the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation (Melati & Rasyid, 2023). Cognitively, students show better ability in understanding the material, analyzing texts, and applying concepts in different contexts. Classroom activities are designed to encourage students to move through the cognitive levels of Bloom's Taxonomy, from basic understanding to the ability to evaluate and create new ideas. Overall, this graph shows that the implementation of Bloom's Taxonomy cognitive aspects in Merdeka Belajar Program in the English curriculum is successful, especially in pushing students to higher levels of thinking, such as analyzing, evaluating, and creating. This reflects the success of the program in developing students' critical and creative thinking skills, in accordance with the main objectives of Bloom's Taxonomy.



Figure 4. The results implementation of aspect affective

A1 (Possible "Receiving") and A2 (Possible

"Responding"): These two aspects seem to be implemented with a high percentage of coverage, more than 200% each. This indicates that students are actively engaged in receiving and responding to English learning materials. A3 to A5 (Possible "Valuing", "Organization", and "Characterization"): These aspects are also well implemented, with the percentage coverage ranging around 150% to 270%. This indicates that students not only respond to the material, but also appreciate, organize, and internalize the values taught. The application of Bloom's Taxonomy in Merdeka Belajar curriculum for English education looks quite successful, especially in the affective domain. Students are not only able to receive and respond to information, but also develop higher skills such as organizing and internalizing educational values.

However, there are some areas that are undefined or deemed irrelevant, which may need further review to ensure that the curriculum truly covers all the important aspects of Bloom's Taxonomy. The use of very high percentage coverage in some categories could also indicate a very strong focus on certain aspects, which may need to be balanced with other aspects to achieve holistic learning.



Figure 5. *The results of the implementation of the psychomotor aspect*

P1 Imitate, This aspect shows a percentage coverage of about 160%. This indicates that students are able to imitate or replicate certain actions in the learning process quite effectively.

P2 Habituate, The coverage for this aspect is also high, close to 180%, indicating that students are not only able to imitate, but also start to habituate or repeat certain actions until they become more automatic. P3 Proficient: This aspect showed a lower percentage coverage compared to P1 and P2, coming in at around 140%. This shows that some students have reached the proficiency level, but the coverage is not as high as the imitating and familiarizing aspects. P4 Natural, The percentage coverage in this aspect is slightly lower than the others, coming in at under 100%, indicating that only a small percentage of students have reached the stage where psychomotor skills are performed in a natural or unconscious way.

The implementation of psychomotor aspects in the curriculum seems to be quite successful, especially in guiding students from the initial stage of imitation to the habituation of certain actions. The high percentage of coverage in aspects P1 and P2 indicates that the curriculum is successful in encouraging students to understand and repeat basic skills. However, there is a noticeable decrease in aspects P3 (Proficient) and P4 (Natural). This suggests that while students are able to imitate and familiarize skills, not all students are able to reach the level of proficiency or perform the skills naturally. This may indicate that there is a need for further emphasis on practice and application of the skills across different contexts to help students achieve higher proficiency and ultimately, perform the actions naturally. Overall, these results suggest that the psychomotor aspects of Bloom's Taxonomy have been well implemented in the curriculum, however there is room for improvement in helping students reach higher levels of proficiency and perform the skills automatically or naturally.



Figure 6. Project map the implementation Bloom's taxonomy in Merdeka Belajar curriculum

From this project map, it can be seen that the implementation of Bloom's Taxonomy in the curriculum successfully integrates the three main domains, namely Affective, Cognitive, and Psychomotor, all of which are interrelated and support the holistic development of students. The implementation of Bloom's Taxonomy in the

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curriculum can be considered successful based on the strong link between interview data and the three main domains (Affective, Cognitive and Psychomotor). Data collection through interviews seems to be effective in evaluating and ensuring that all aspects of Bloom's Taxonomy are implemented equally in the curriculum. The affective domain received good attention, which is important for the development of students' values and attitudes. In the development of critical thinking and problem solving skills, the cognitive domain plays an important role. Meanwhile, the psychomotor domain shows success in developing practical skills that are important in learning. Overall, this diagram shows that the curriculum has successfully integrated Bloom's Taxonomy effectively, helping students develop holistically through a balanced education of values, knowledge and skills.

Bloom's taxonomy supporting factors

The implementation of Bloom's Taxonomy in Merdeka Belajar Curriculum for English Education study programs in University is supported by various supporting factors, especially the facilities on campus. These facilities play an important role in developing the three main domains in Bloom's Taxonomy: Cognitive, Affective, and Psychomotor. These supporting factors ensure that students can achieve higher levels of understanding, internalize important values, and develop practical skills required in the world of work.

Table1.supportingfactorsfortheimplementation of Bloom's taxonomy

<u> </u>		<u> </u>
No	Supporting factors	Implementation Bloom's
		taxonomy
1	Micro Teaching	Improving Psychomotor
	Laboratory	aspects (P2 Getting Used to
		and P3 Proficient) through
		direct teaching practice,
		helping students in applying
		the theory learned into real
		practice.
2	Internship/KKN	Develops the Affective
	Program	domain (A4 Responding to
		Phenomena and A5
		Internalizing Values) by
		providing direct experience
		in a real work environment,
		strengthening professional
		attitudes and ethical values.
3	Seminars and	Facilitate the Cognitive (C4
	Workshops	Analyzing, C5 Evaluating)
	-	and Affective (A3
		Appreciating) domains by
		encouraging critical

		analysis, discussion and
		reflection on current topics
		in English education.4
4	Multimedia	the Cognitive (C1
	Resources Enhance	Remembering, C3
		Applying) and
		Psychomotor (P1 Imitating,
		P2 Habituating) domains by
		providing visual and audio
		materials that reinforce
		understanding and skills.
5	Language	Improves the Psychomotor
	Laboratory	(P1 Imitate and P2
	•	Familiarize) and Cognitive
		(C2 Understand) domains
		by providing facilities for
		interactive listening,
		speaking, and
		understanding English
		exercises.
6	Digital Library	Supports the Cognitive
		domain (C1 Remembering,
		C4 Analyzing) with access
		to journals, books and in-
		depth online learning
		materials, reinforcing
		research and critical
		analysis.
7	e-Learning	Support the Cognitive (C1
	Facilities	Remembering, C2
		Understanding) and
		Affective (A1 Internalizing
		Values) domains by
		providing an online
		platform for access to
		learning materials,
		discussion, and online
		assessment

This section would benefit from more concrete examples illustrating how each supporting factor was specifically used during the implementation of Bloom's Taxonomy. For instance, instead of only mentioning that the Micro Teaching Laboratory helps improve psychomotor skills, provide a specific example of an activity or exercise that demonstrates how students develop proficiency through practice. Similarly, clarify the role of the Internship/KKN Program in shaping affective skills by giving a scenario where students internalized ethical values in a real-world situation. Moreover, the distinction between cognitive, affective, and psychomotor aspects could be made clearer by directly tying each supporting factor to specific actions or learning outcomes within those domains. This would facilitate a more practical comprehension of the manner in which these factors contribute to student development.

The Merdeka Belajar curriculum in English Education study programs in University is strongly influenced by the availability and utilization of supporting facilities in accordance with Bloom's Taxonomy. Micro teaching laboratories, for example, are very effective in developing students' psychomotor domain, because they can practice teaching skills repeatedly in almost real settings. Multimedia rooms and language laboratories support the cognitive domain by helping students understand and apply their knowledge in various contexts relevant to English. Digital libraries and computer labs play an important role in the development of students' analytical and evaluative abilities, by providing access to rich resources and analytical software. Recording studios and seminar rooms also provide a platform for students to hone their presentation and creative thinking skills, which are essential in the professional world. In addition, the e-learning facilities support affective and cognitive development by providing an environment that supports self-directed learning and cooperation between students. Overall, the successful implementation of Bloom's Taxonomy in Merdeka Belajar Curriculum depends heavily on these supporting factors. Adequate and relevant facilities allow the curriculum to achieve its goal of producing graduates who have balanced cognitive, affective, and psychomotor competencies and are ready to face the challenges of the world of work.

How the impact of bloom's taxonomy Curriculum Merdeka Belajar in English Education Program Panca Sakti University

This part presents the results of interview given to lecturer of English, the vice-principal of curriculum and students. Based on the first interview session, three lecturers said that they had a good impact on the application of Bloom's taxonomy in the independent learning program of the English language education curriculum.

> "We recognise that affective learning has a significant impact on the personal development of students in our United Kingdom study programme. To evaluate the impact, we regularly conduct surveys and distribute questionnaires to students to evaluate their perception of their personal development." (Lny)

The lecturer also see significant impact in the classroom

"..... student behavior in the classroom, such as active participation in discussions, cooperation in group projects, and response to feedback. It helps in assessing affective development, such as the ability to accept criticism and adapt to different situasi." (Lny)

Some lecturers also feel the good impact of Bloom's Taxonomy in the independent learning curriculum

> "The application of Bloom's Taxonomy really helped me in designing more structured and directed learning materials. By focusing on three domains—cognitive, affective, and psychomotor—I can ensure that the material I teach not only enhances students' knowledge, but also develops their practical attitudes and skills." (Ik)

> "Students are now more involved in the learning process. With a more varied and targeted approach to all domains, they are more motivated and feel that learning is more relevant to their needs. Our interactions became more dynamic, with more discussions and practical applications in the classroom."(Yn)

The statement from the Dean is the positive impact of the application of Bloom's taxonomy in the curriculum.

> "The implementation of Bloom's Taxonomy has brought about significant changes in the way we design and evaluate curricula. The curriculum is now more integrated, with clear learning objectives for each course." (Yn)

"With the framework of Bloom's Taxonomy, lecturers have clearer guidance in designing teaching strategies. They are more directed in determining teaching and evaluation methods that are appropriate for each level of learning. This certainly improves the quality of teaching, because lecturers are more focused on developing all aspects of student abilities, not only on cognitive aspects.(Yn)

The impact is is not only felt by lecturers and the curriculum field, students also feel the impact of the application of Bloom's taxonomy.

> "The way lecturers teach has also changed a lot since the implementation of the Bloom Taxonomy. They now use more interactive and practical learning methods. For example, in addition to lectures, we are often asked to discuss, analyze cases, or even create something new based on theories that have been learned. Lecturers also more often provide feedback that

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helps us understand where our strengths and weaknesses are. This makes learning more meaningful and enjoyable." (Ay)

"The impact is very positive for me. I feel more motivated to learn because the material taught feels more real and applicable. With Bloom's Taxonomy approach, I have not only learned to memorize, but also to understand, apply, and even evaluate and create. This makes me more confident in facing academic tasks and real situations outside of the classroom. In addition, I also feel that my social and emotional skills are developing because we are invited to work in teams, respect the opinions of others, and internalize the values taught." (Hnm)

"Yes, it is very helpful. With this approach, I feel better prepared to face the world of work. Bloom's taxonomy helps us to think critically, work effectively in a team, and apply our knowledge in real-life situations. We are also taught to be more adaptive and creative, which is a very important skill in today's world of work. I feel that the application of Bloom's Taxonomy in this curriculum really prepares us to become competent professionals and ready to compete." (Nt)

This conversation shows that the application of Bloom's Taxonomy in Merdeka Belajar Curriculum has a significant positive impact on students, especially in terms of developing their cognitive, affective, and psychomotor abilities. Students are better prepared to face the challenges of the world of work, with more focused and holistic skills.

Students are active in asking questions in class, the interaction between lecturers and students becomes more active. students are more critical in responding to and accepting existing phenomena.



Figure 7. Impact on students in the classroom

The implementation of Bloom's Taxonomy within the Merdeka Belajar curriculum at Panca Sakti University Bekasi has yielded notable positive outcomes across the cognitive, affective, and psychomotor domains in the English Language Education program. This study's findings, drawn from interviews, observations, and document reviews, underscore the curriculum's success in fostering a more dynamic and studentcentered learning environment. The feedback from students. and the curriculum's lecturers. administration suggests that Bloom's Taxonomy has not only enhanced the quality of teaching and learning but has also better prepared students for real-world challenges. The curriculum's structured approach, guided by Bloom's framework, has led to more effective lesson planning and a more integrated learning experience, which is crucial for competent and well-rounded developing graduates.

While qualitative data from interviews provides valuable insights, the addition of numerical data on student improvement or satisfaction would further strengthen these claims. For example, surveys or assessments that quantify student progress in cognitive, affective, and psychomotor domains would help illustrate the broader impact of Bloom's Taxonomy. This could include measures of student satisfaction, participation rates, or performance improvements in specific areas such as critical thinking or teamwork.

CONCLUSION

The research on the implementation of Bloom's Taxonomy within the Merdeka Belajar curriculum in the English Language Education Program at Panca Sakti University Bekasi demonstrates significant positive impacts on students across cognitive, affective, and psychomotor domains. Through interviews, classroom observations, and document reviews, it was found that Bloom's Taxonomy enhanced students' abilities to analyze, evaluate, and create English content, aligning with the program's goal of fostering higher-order thinking skills. The integration of cognitive elements into the curriculum has been successful, with students displaying increased motivation, confidence, and emotional engagement in their learning. The curriculum also promotes the development of values and attitudes essential for both personal and professional growth.

However, while students exhibit proficiency in basic skills through imitation and habituation, further improvement is needed in achieving higher levels of proficiency and natural performance. Though the curriculum effectively encourages practical application, a stronger focus on advanced skill development is recommended. Supporting facilities such as microteaching laboratories, multimedia resources, and e-learning platforms are crucial in reinforcing these domains and ensuring a comprehensive education.

Both lecturers and students have reported that the structured and effective implementation of Bloom's Taxonomy better prepares students for real-world challenges. Future research should explore methods for refining the implementation to further enhance advanced skill development and examine the long-term impact on student success.

Overall, the integration of Bloom's Taxonomy into the Merdeka Belajar curriculum has proven to be a valuable strategy in developing balanced cognitive, affective, and psychomotor competencies in students, positioning them for success in their academic and professional pursuits.

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