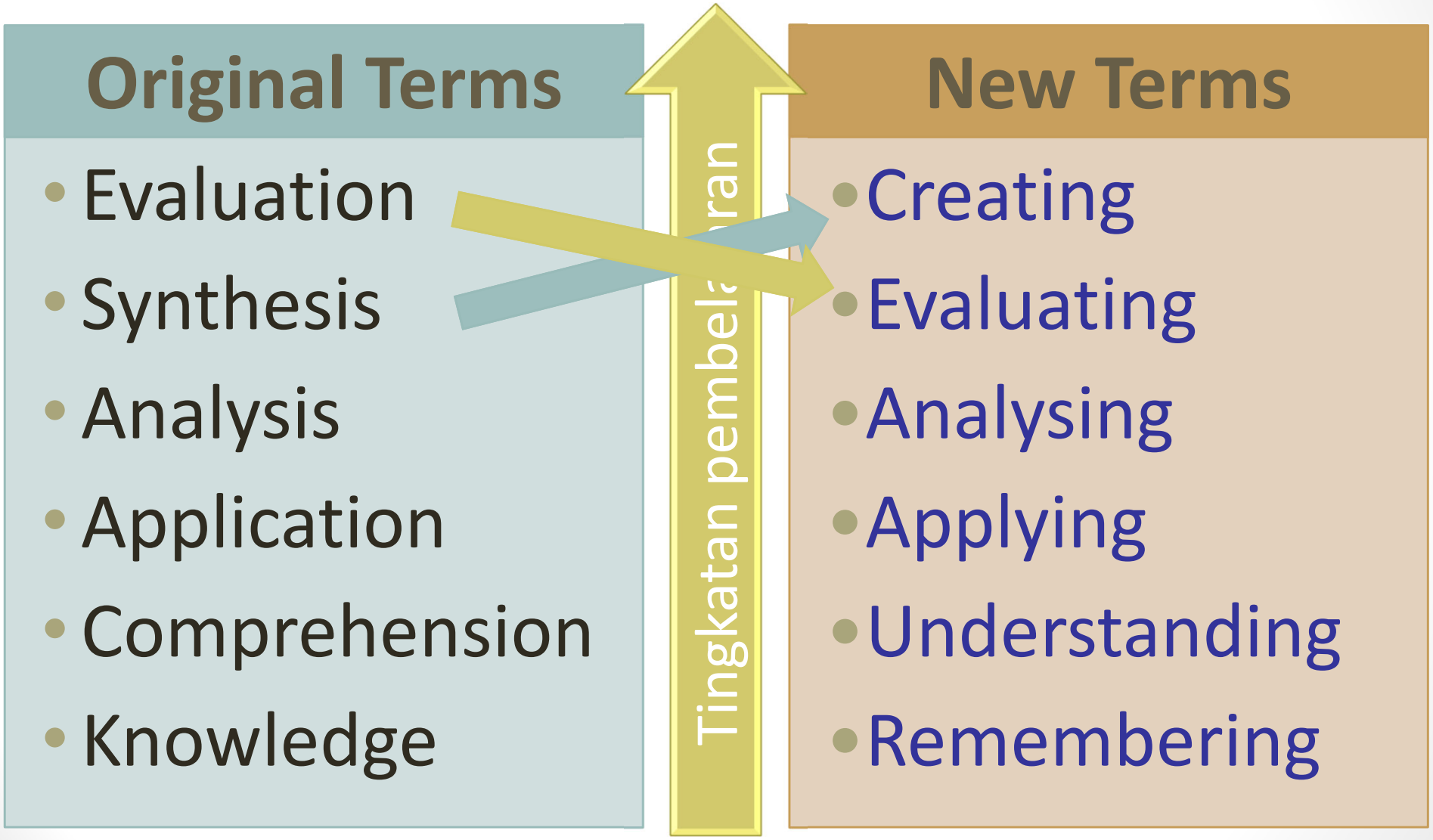
# Taksonomi Pembelajaran

Pemulung Djoko Luknanto

# Bloom's Taxonomy

Revised Version

# Cognitive Domain 1/5




(Based on Pohl, 2000, ***Learning to Think, Thinking to Learn, p. 8***)

# Ranah Kognitif 2/5

# Cognitive Domain 3/5

Higher-order thinking

**Creating** 6
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

**Evaluating** 5
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

**Analysing**
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding 4

**Applying** 3
Using information in another familiar situation
Implementing, carrying out, using, executing

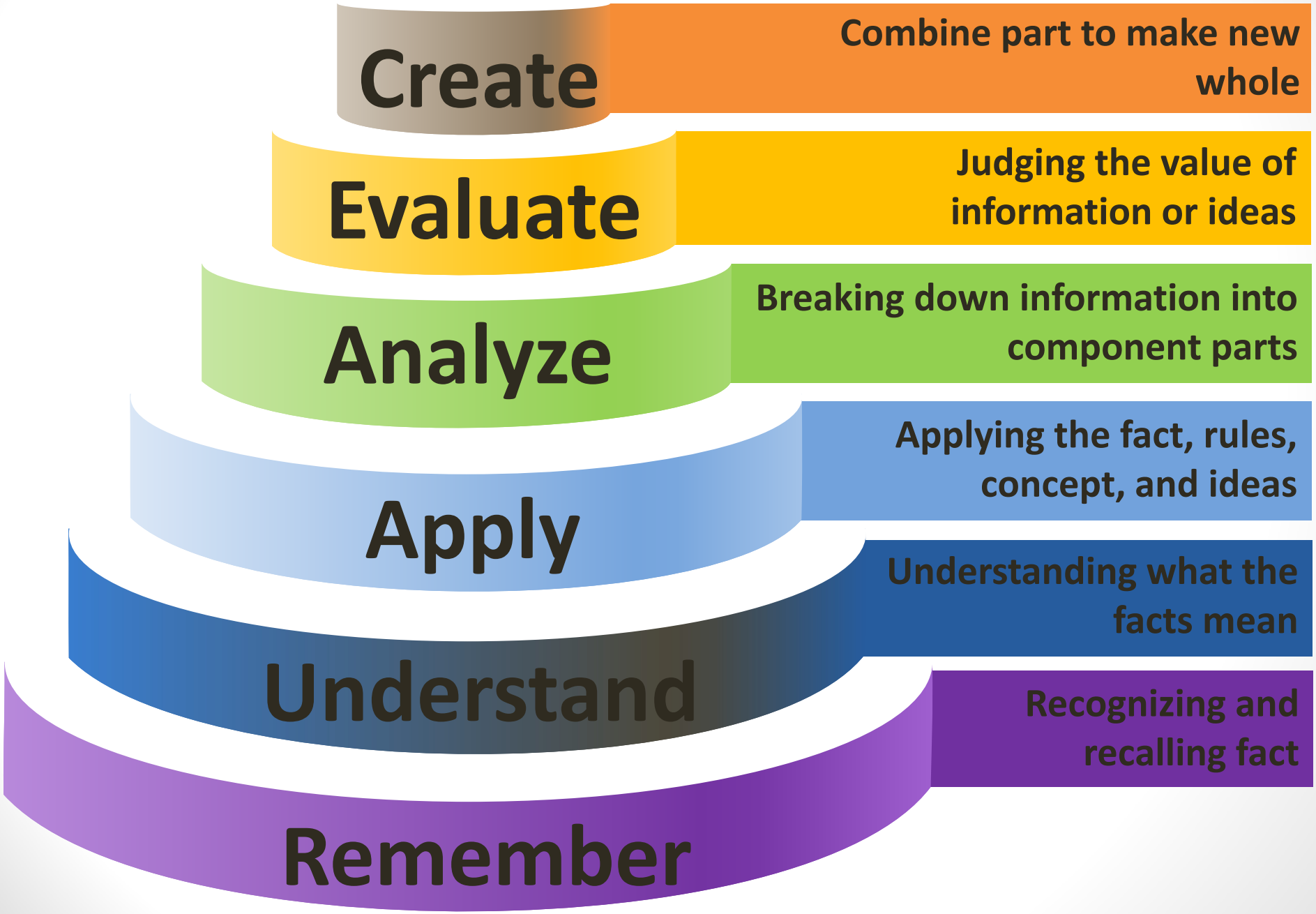
**Understanding** 2
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

**Remembering** 1
Recalling information
Recognising, listing, describing, retrieving, naming, finding

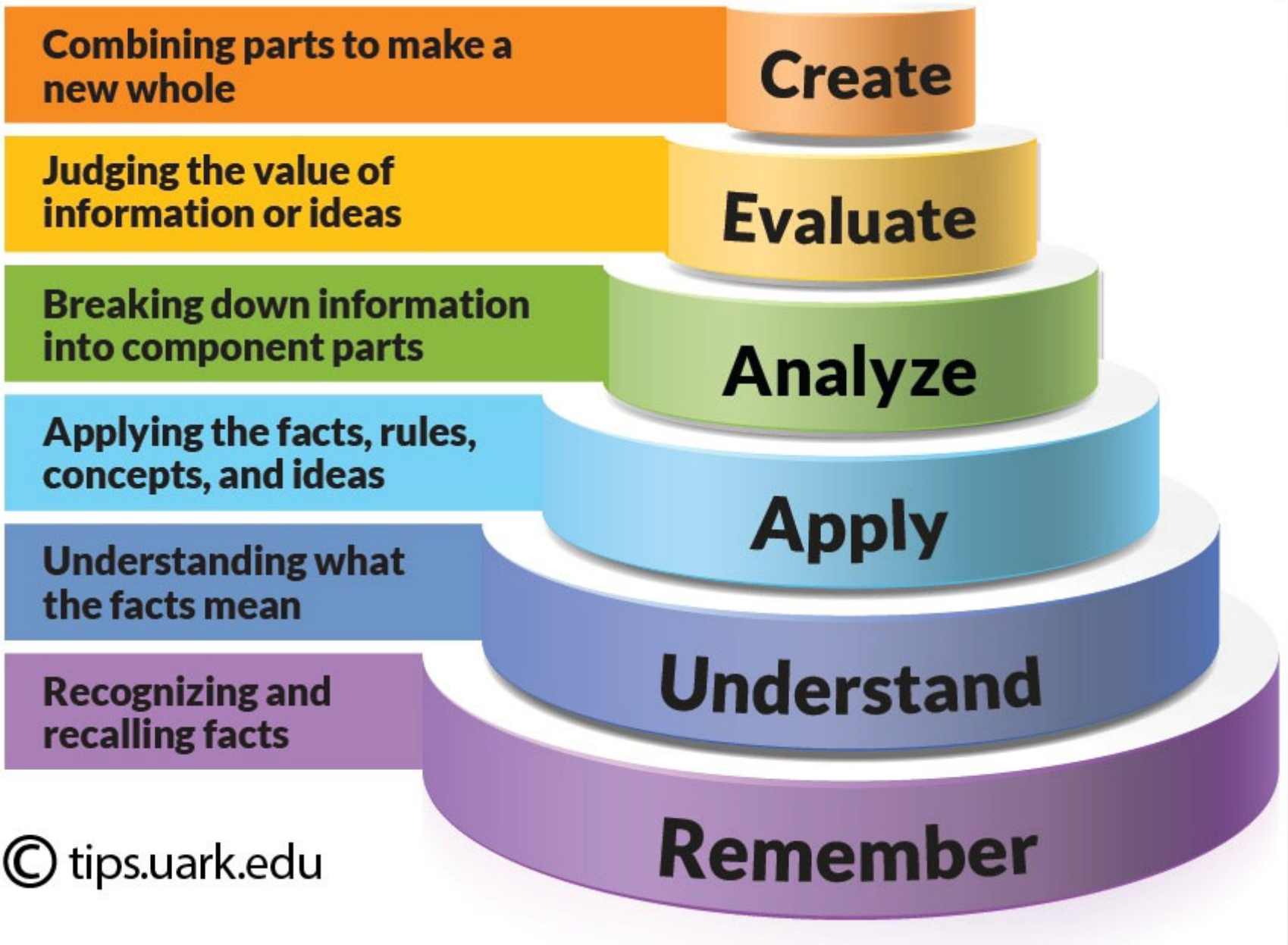
Tingkatan pembelajaran

# Cognitive Domain 4/5

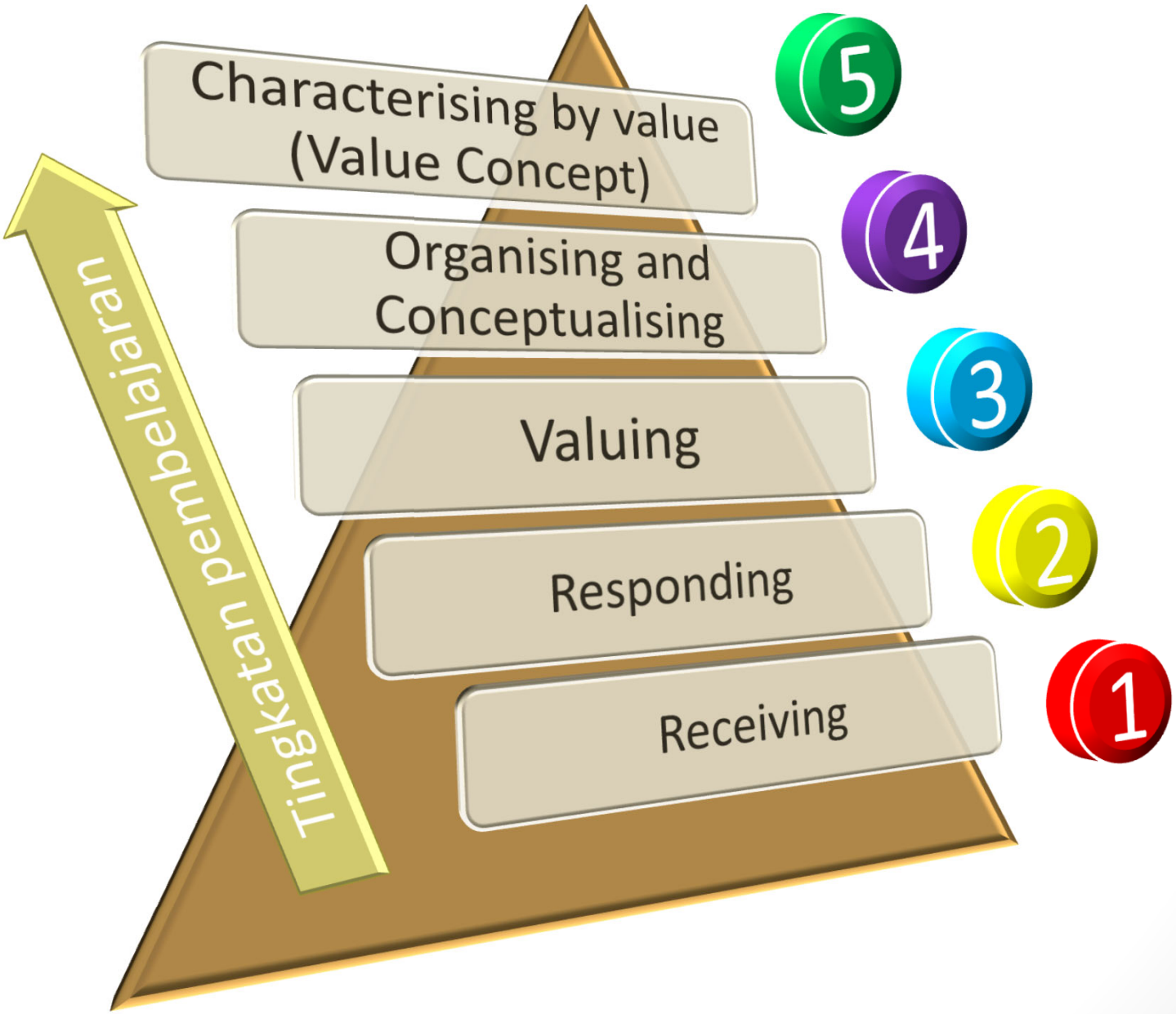
http://tips.uark.edu/using-blooms-taxonomy/



# Cognitive Domain 5/5



# Affective Domain

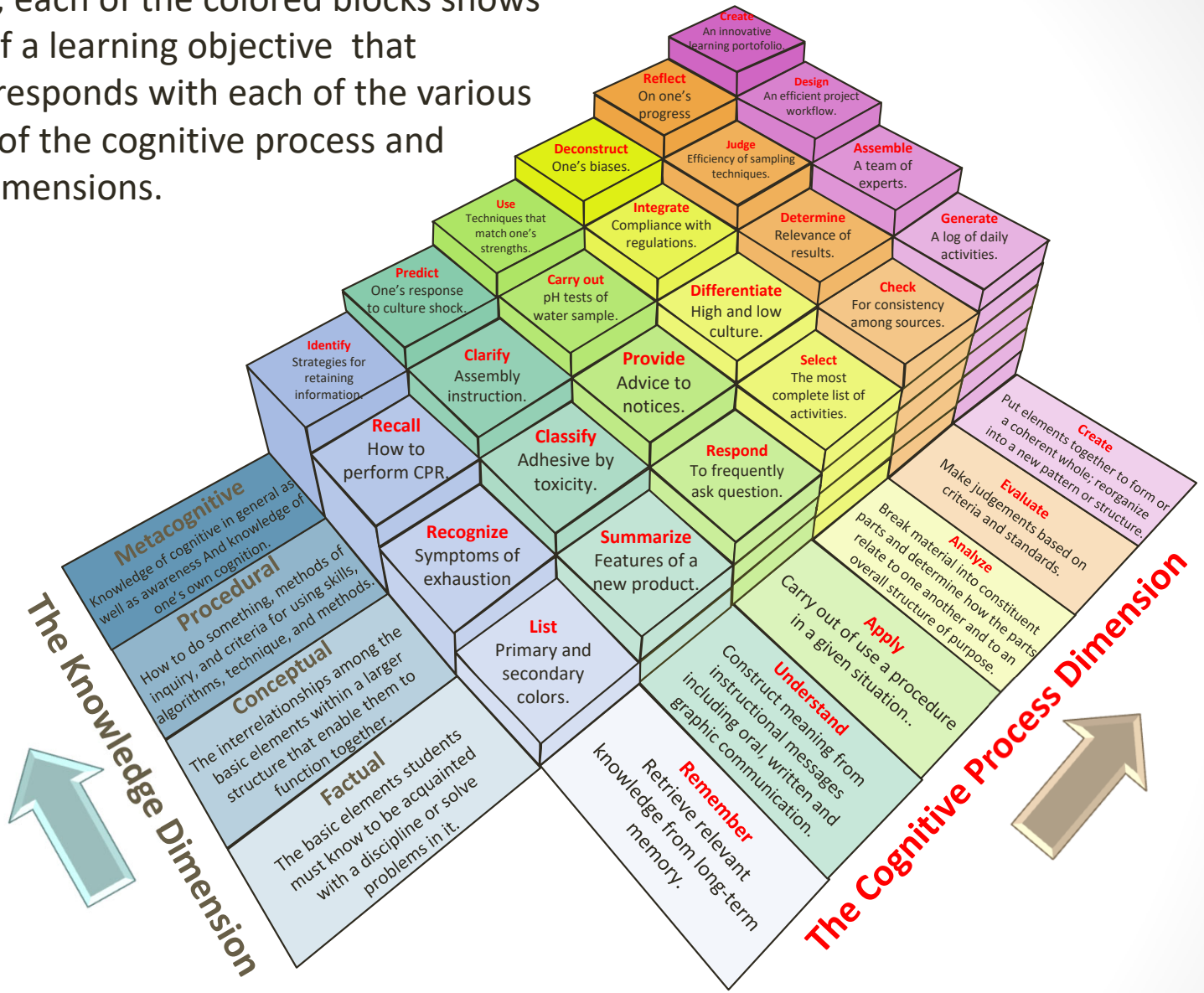


# Psycho-Motor Domain

# Anderson's Taxonomy

Anderson & Krathwohl (2001)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combination of the cognitive process and knowledge dimensions.




# Anderson's Taxonomy (2001)

| Anderson's Taxonomy 2001 | → The Knowledge Dimension → | | | |
|---|---|---|---|---|
| ← The Cognitive Process Dimension | Factual<br>The basic elements students must know to be acquainted with a discipline or solve problems in it. | Conceptual<br>The interrelationships among the basic elements within a larger structure that enable them to function together. | Procedural<br>How to do something, methods of inquiry, and criteria for using skills, algorithms, technique, and methods. | Metacognitive<br>Knowledge of cognitive in general as well as awareness And knowledge of one's own cognition. |
| **Remember**<br>Retrieve relevant knowledge from long-term memory. | List<br>Primary and secondary colors. | Recognize<br>Symptoms of exhaustion | Recall<br>How to perform CPR. | Identify<br>Strategies for retaining information. |
| **Understand**<br>Construct meaning from instructional messages including oral, written and graphic communication. | Summarize<br>Features of a new product. | Classify<br>Adhesive by toxicity. | Clarify<br>Assembly instruction. | Predict<br>One's response to culture shock. |
| **Apply**<br>Carry out of use a procedure in a given situation. | Respond<br>To frequently ask question. | Provide<br>Advice to notices. | Carry out<br>pH tests of water sample | Use<br>Techniques that match one's strengths. |
| **Analyze**<br>Break material into constituent parts and determine how the parts relate to one another and to an overall structure of purpose. | Select<br>The most complete list of activities. | Differentiate<br>High and low culture. | Integrate<br>Compliance with regulations. | Deconstruct<br>One's biases. |
| **Evaluate**<br>Make judgements based on criteria and standards. | Check<br>For consistency among sources. | Determine<br>Relevance of results. | Judge<br>Efficiency of sampling techniques. | Reflect<br>On one's progress |
| **Create**<br>Put elements together to form or a coherent whole; reorganize into a new pattern or structure. | Generate<br>A log of daily activities. | Assemble<br>A team of experts. | Design<br>An efficient project workflow. | Create<br>An innovative learning portofolio. |

# Marzano's Taxonomy

Marzano and Kendall 2008

Scoring guide

Marzano and Kendall 2008

# TAXONOMY OF LEARNING

## Marzano and Kendall 2008

### KNOWLEDGE UTILIZATION — SCORE 4 — LEVEL 4

| INVESTIGATING | EXPERIMENTING | PROBLEM SOLVING | DECISION MAKING |
|---|---|---|---|
| - Test hypothesis<br>Using assertions and opinions of others. | - Test hypothesis<br>Using data collection by student | - Use information to accomplish<br>A goal with obstacles or limiting conditions. | - Use information<br>Using assertions and opinions of others. |
| Investigate<br>Differentiating factors<br>Research<br>How/why happened<br>Find out about<br>What would happen<br>Take a position on | Experiment<br>How would you test that<br>Generate & test<br>How would you determine if<br>Test the idea that<br>How can this be explained<br>what would happen if<br>Based on the experiment<br>what can be predicted | Solve<br>adapt<br>Develop a strategy<br>Figure out a way to<br>How would you overcome<br>How would you reach your goal | Decide<br>Select the best alternatives<br>Which of these is most suitable<br>What is the best way |

### ANALYSIS — SCORE 3 — LEVEL 3

| SPECIFYING | GENERALIZING | ERROR ANALYSIS | CLASSIFYING | MATCHING |
|---|---|---|---|---|
| Identify logical consequences of information | Construct new principles or generalizations based on information | Identifying logical or factual errors in knowledge | Identify categories to which information belongs | Identify similarities and differences |
| Make and defend<br>what would have to happen<br>Predict<br>develop an argument<br>Judge<br>under what condition<br>deduce | Generalize<br>create a principles<br>Draw conclusions<br>create a rule<br>Draw inferences<br>trace development<br>Form conclusions | Revise<br>Assess<br>Edit<br>Identify Errors<br>Evaluate<br>Identify Problems<br>Diagnose<br>identify issues<br>Critique | Classify<br>Organize<br>Identify Categories<br>Sort<br>Identify Different types<br>Identify a broader category | Categorize<br>distinguish<br>Compare & contrast<br>sort<br>Differentiate<br>create analogy<br>Discriminate<br>create methapors |

### COMPREHENSION — SCORE 3 — LEVEL 2

| SYMBOLIZING | INTEGRATING |
|---|---|
| Construct symbolic representation of information | Identify basic structure of information |
| Symbolize<br>represent<br>draw<br>use models<br>chart<br>Depict<br>illustrate<br>show<br>diagram | Describe how or why<br>describe relationship between<br>paraphrase<br>Describe key part of<br>explain ways in which<br>summarize<br>Describe the effect |

### RETRIEVAL — SCORE 2 — LEVEL 1

| EXECUTING | RECALLING | RECOGNIZING |
|---|---|---|
| Perform procedures | Produce information on demand | Determine if information is accurate, inaccurate or unknown |
| Use<br>make<br>draft<br>Demonstrate<br>complete<br>create<br>show | Exemplify<br>label<br>describe<br>what<br>Name<br>state<br>who<br>where<br>List<br>when | recognize<br>identify (from list)<br>select (from list)<br>determine if true/false |

Developed by Craig Sherman, Adams 50

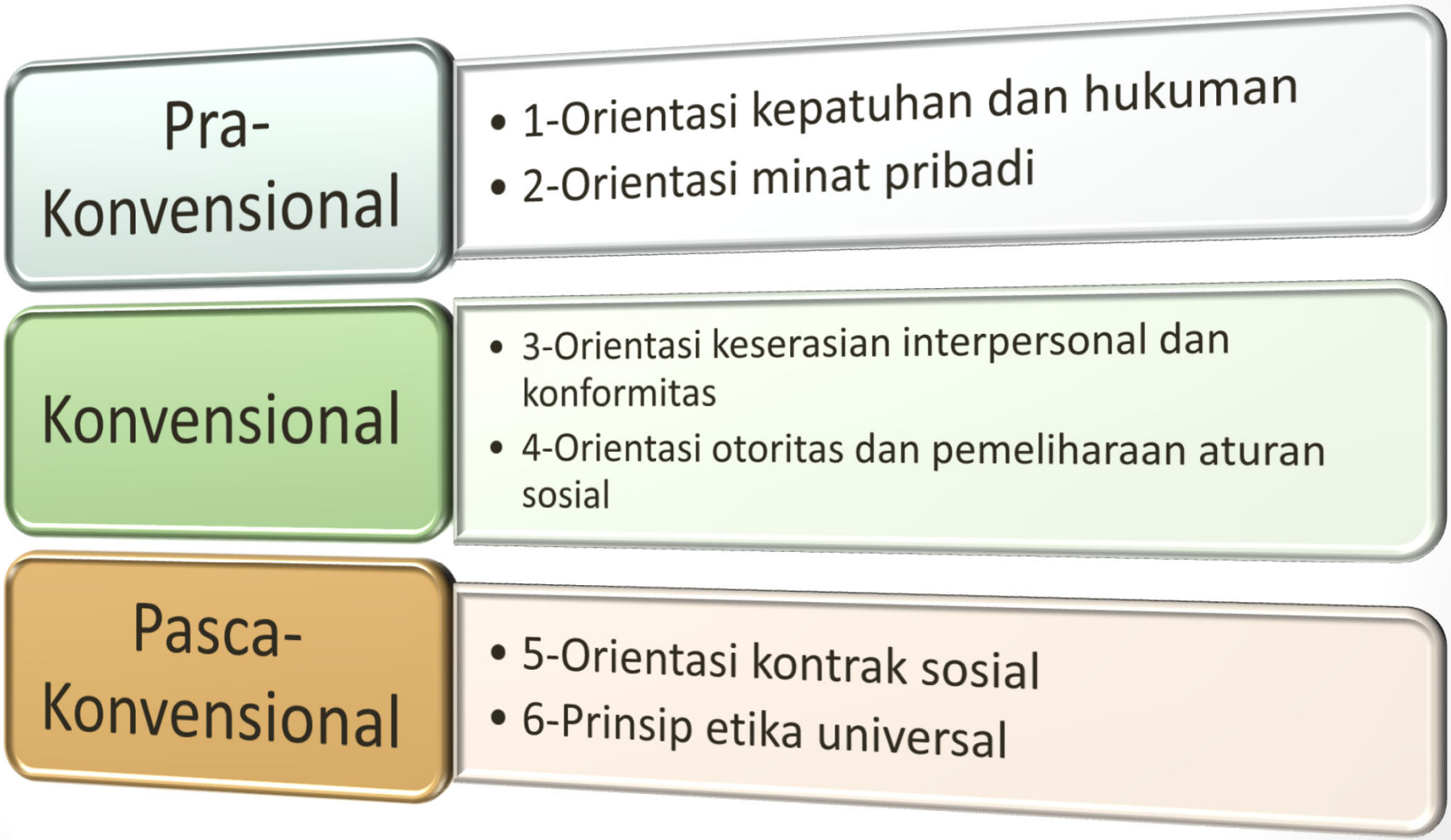
# Perkembangan Moral

## Lawrence Kohlberg 1958

https://en.wikipedia.org/wiki/Lawrence_Kohlberg%27s_stages_of_moral_development

# Perkembangan Moral

## oleh Lawrence Kohlberg



# Perkembangan Moral

## oleh Lawrence Kohlberg