TAXONOMY OF LEARNING OBJECTIVES

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Abstract

Taxonomy of Learning Objectives is a concept used to describe a hierarchical structure in understanding learning objectives. This concept divides the learning objectives into different levels, which include knowledge, understanding, application, analysis, evaluation, and creation. The importance of the taxonomy of learning objectives in supporting an effective learning process. This taxonomy provides a structured framework for developing curricula, designing learning experiences, and evaluating student achievement. The purpose of this study To formulate training objectives, the use of a Training Taxonomy is necessary. Taxonomy is a tool that classifies and shows the relationship between various elements. One form of taxonomy is used to determine learning objectives and consider learning outcomes. As such, this abstract highlights the importance of a taxonomy of learning objectives in helping achieve effective learning and comprehensive cognitive development for students.

Keywords: Taxonomy; Objectives; Learning.

INTRODUCTION

In an era of increasingly advanced education, it is important for educators to have a deep understanding of learning objectives. Learning objectives are a strong foundation in designing effective and meaningful learning experiences for students. However, to achieve this goal, a structured and organized framework is required. This is where the role of the taxonomy of learning objectives becomes important.

Learning Objectives Taxonomy is a conceptual framework used in education to classify learning objectives hierarchically. This concept was first introduced by Benjamin Bloom in 1956 in the book "The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain". The taxonomy was later revised in 2001 by David R. Krathwohl and colleagues, resulting in a more comprehensive framework known as "Bloom's Revised Taxonomy of Educational Objectives".

Learning Objectives Taxonomy provides structure and guidelines in formulating clear, measurable, and directed learning objectives. It assists educators in planning effective teaching and facilitates the evaluation of student learning outcomes. Through this taxonomy, learning objectives are grouped into several cognitive levels, ranging from basic knowledge to understanding, application, analysis, evaluation, and creation.

The application of this taxonomy brings benefits in curriculum development, instructional design, selection of appropriate teaching strategies, and evaluation of learning outcomes. By using the taxonomy of learning objectives, educators can guide students to achieve higher levels of understanding and develop more complex thinking skills.

With a deeper understanding of taxonomy learning objectives, it is hoped that educators will be able to design more effective learning experiences, according to the needs and development of students. Furthermore, this will also help improve learning evaluation and provide clear guidance for students in achieving the learning objectives that have been set.

In this article, we will further explore the taxonomy of learning objectives, their dimensions, and their benefits and applications in an educational context. (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock, 2001) (Ari Widodo, 2005).

METHODOLOGY

This research will employ a literature review or literature research approach. The method of data collection to be used will involve searching and selecting relevant literature through online databases, libraries, scholarly journals, books, and other sources of information related to the taxonomy of learning objectives (Darmalaksana, 2020). In conducting the literature selection, the criteria utilized will include relevance to the taxonomy of learning objectives, the quality and reliability of the sources, recent publication years, and the diversity of literature sources encompassing various perspectives and approaches related to the taxonomy of learning objectives.

RESULTS AND DISCUSSION

Learning Objectives

The training objective is a planned conclusion that students must understand in order to achieve successful learning. The training objective is a reflection that students must possess and communicate in the form of statements as a result of observable and measurable training outcomes. The formulation of training objectives must be clear and specific because they serve as a measure of the desired learning outcomes that students are expected to achieve through the learning process itself (Shodiq, 2019).

Training objectives are a crucial factor in the training process. With clearly defined objectives, teachers have principles and targets to be achieved in their instructional activities. When the training objectives are clear and explicit, the stages and activities of the training become more organized. The formulated training objectives should be aligned with the available time, infrastructure and readiness of the participants. In this regard, all the activities of the teacher and

the participants should be directed towards achieving the intended objectives (Pane & Darwis Dasopang, 2017).

From a scope perspective, training objectives can be divided into two parts (Pane & Darwis Dasopang, 2017): Objectives are specifically formulated by the teacher based on the content of the lesson to be delivered. General Training Objectives, which are objectives outlined in the broad principles of teaching encapsulated in the instructional concept prepared by the teacher. The specific objectives formulated by a teacher must meet certain criteria, namely: Specifically stating the desired attitude to be achieved, Addressing situations where attitude change is expected to occur (situations of attitude shift), Specifically defining the criteria for attitude change to describe the minimum standards of attitude that can be attained as the desired outcome. Based on the aforementioned objectives, all aim at achieving a desired learning outcome by students after the completion of the training. Therefore, teachers who deliver modules to students must always prepare instructional objectives that are appropriate for the abilities of the participating learners.

To be able to formulate upgrading objectives requires an Upgrading Taxonomy. A taxonomy is a tool that classifies and defines the relationships between various things. One form of taxonomy for quoting decisions regarding instructional objectives and calculating learning outcomes is the Taxonomy for Learning Objectives (Bloom) or the Taxonomy of Educational Objectives. With the taxonomy described by Bloom and friends, we can observe that after achieving this goal there is a change in the students' abilities which include intellectual ability, action, attention or skill, or what is known as cognitive, affective and psychomotor vision.

Taxonomy of Learning Objectives
### Bloom's Taxonomy (Before Revision)

The etymology of the word taxonomy originates from the Greek language, namely taxis and nomos. Taxis means "arrangement or division," and nomos means law. Therefore, etymologically, taxonomy can be understood as the law that organizes something. Taxonomy can be interpreted as the classification of things based on specific levels or degrees. In this context, a larger taxonomy tends to be more general, while a smaller taxonomy tends to be more specific. Taxonomy can be seen as a connection between parent and child elements arranged in a hierarchical structure that is interconnected. It serves as a framework for classifying statements used to assess the learning abilities of participants as a result of the learning process. (Magdalena et al., 2020)

In 1956, Benjamin Samuel Bloom and his colleagues introduced a new framework in the field of education known as Bloom's taxonomy. Bloom's taxonomy refers to a taxonomy created for educational objectives. In this framework, educational objectives are divided into several domains or areas, and each domain is further divided into more detailed categories based on their hierarchy. The educational objectives are categorized into three domains: 1) Cognitive Domain, which focuses on intellectual behaviors such as knowledge, interpretation, and critical thinking skills. 2) Affective Domain, which emphasizes emotional and attitudinal behaviors such as attention, motivation, appreciation, and self-regulation. 3) Psychomotor Domain, which emphasizes motor skill behaviors such as handwriting, typing, swimming, and operating machinery.

Cognitive Realm

The cognitive domain is a domain that encompasses psychological activities (the brain). According to Law No. 23 of 2016, the evaluation of the cognitive domain refers to activities aimed at measuring the cognitive abilities of participants (Ministry of Education and Culture, "Regulation of the Ministry of Education and Culture of the Republic of Indonesia" (2016)). For Benjamin S. Bloom and his colleagues, all efforts related to mental activities are included in the cognitive domain. The cognitive domain is associated with thinking skills, including the abilities to remember, understand, apply, analyze, synthesize, and evaluate.

According to Bloom's taxonomy (1956), which is structured in a hierarchical pyramid, the Bloom's classification system can also be interpreted accordingly.
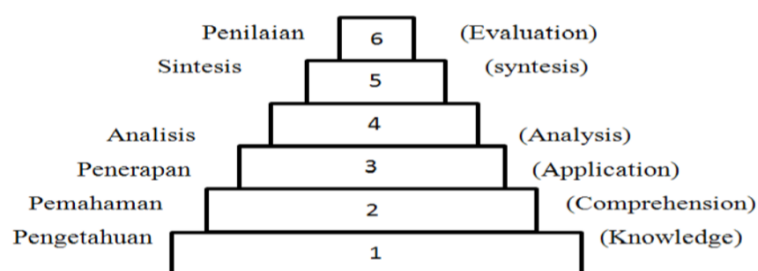
The six views above are continuum and overlap in nature. The larger view includes all the views below it. Further details:: View 2 includes view 1 View 3 also includes views 1 and 2 View 4 includes views 1, 2, and 3 View 5 includes views 1, 2, 3, and 4 View 6 also includes views 1, 2 , 3, 4, and 5.

Knowladge

Insights, defined as the ability to recall previously learned information, encapsulate the early skills of recognizing and retrieving memories when needed. This includes remembering materials, objects, facts, signs, and philosophies. The learning outcome of insights is relatively small. (Fauzi, 2017) As an example of learning outcomes at the basic level, in the Islamic religious education subject (PAI), the level of insight is demonstrated by the ability of participants to recite a certain portion of Surah Al-Kausar. Participants can also state the place of revelation of Surah Al-Kausar, and so on.

Comprehension

Comprehension, or understanding, is a skill that requires participants to grasp or comprehend the subject matter taught by the teacher and be able to use it without necessarily relating it to other situations. Comprehension is the ability of an individual to interpret, understand, translate, or express something based on their own understanding of the insights they have received. As an example of a learning outcome at the basic level, in Islamic religious education (PAI), the level of comprehension is demonstrated by participants being able to explain the content of Surah Al-Kausar.

Aplication

Application (application), is a stage of expertise that requires teaching participants to use ordinary ideas, rules of procedure or procedures, principles and theories in a current and concrete setting. an example of the ability to apply at the basic level of school learning under PAI subjects. Expertise in practicing the law of tajwid literature on the duration of reading the Qur'an after studying material on the law of recitation of tajwid.

Analysis

The analysis is intended as a way to break down or divide a communication (incident, interpretation) into its constituent elements, thereby making the insights (interpretation, design) relatively clearer and/or better supporting ideas more accurate. Analysis involves deconstructing the content of communication into its elements, thus making the progression of ideas clearer. There are three types of analysis: (1) part analysis, which involves analyzing the elements of a communication; (2) connection analysis, which involves analyzing the connections and interactions between the elements and parts of a communication; and (3) organizational principle analysis, which involves analyzing the structure and form that make up a communication (Gunawan & Paluti, 2017). An example that can be applied in the subject of Islamic religious education (PAI) is that students are able to identify examples of Allah's creations in their environment.

Shynthesis

Mixture is mixing elements and parts to form a whole. Mixture relates to the categorization of parts or elements, resulting in a totality or unity that was not clearly visible beforehand. An

example of the ability to apply to education units is that students can connect the wisdom of fasting with patience.

Evaluation

Assessment (evaluation), is a stage of expertise that requires teaching participants to be able to assess an atmosphere, condition, statement or design based on certain standards. The important thing in this assessment is to create a situation in such a way that the teaching participant can develop a benchmark or barometer for judging something. An example in PAI subjects is that students can criticize their experiences with a commendable attitude.

The operational verbs that are commonly used in this cognitive domain are as follows (Kartikasari et al., 2016):

Table 1. Operational Verbs

Competence	Operational Verbs
Knowledge	Take, Say, Summarize, Paint, Count, Recognize, Note down, Label, Prove, Brand, Indicate, Assign, Note down, Read, Know, Remember, Trace, Invalidate, Repeat, Produce, Review, Sort, Report, Study, Tabulate, Sign, Trace, Write.
Comprehension	Speculate, Summarize, Categorize, Characterize, Interpret, Equate, Sum, Contrast, Substitute, Defend, Describe, Execute, Rather, Discuss, Explore, Demonstrate, Explain, Propose, Pattern, Expand, Conclude, Predict, Summarize, Describe.
Application	Burden, Conceive, Verify, Apply, Habit, Calculate, Modify, Sort, Divide, Make, Habit, Avoid, Verify, Describe, Use, Calculate, Rehearse, Examine, Propose, Adapt, Investigate, Dissect, Troubleshoot, Conceptualize, Execute, Predict, Produce, Process, Engage, Organize, Simulate, Solve, Execute, Tabulate.
Analysis	Analyze, Audit, Unpack, Confirm, Detect, Diagnose, Sort, Detail, Nominate, Diagram, Correlate, Rationalize, Experiment, Enlighten, Explore, Chart, Formulate, Create, Analyze, Optimize, Instruct, Correct, Involve, Sort, Measure, Train, Transfer.
Syntesis	Abstract, Organize, Animate, Combine, Summarize, Categorize, Sign, Organize, Tell a story, Create, Recompose, Associate, Generate, Create, Correct, Conceptualize, Design, Read, Improve, Clarify, Provide, Generalize, and etc.
Evaluation	Compare, Formulate, Calculating, Aiming, Questioning, Weighing, Finishing, Dissolving, Calculating, Clarifying, Encumbering, Interpreting, Maintaining, Detailing, Measuring, Summarizing, Convincing, Validating, Guides, Supports, Sorts, Memorizes.

Affective Realm

The affective domain is the internalization of action that leads to psychological development and occurs when the learner becomes aware of the numbers obtained, then takes the action so that it becomes part of himself in making numbers and determining behavioral actions.

This affective domain is broken down into 5 levels namely; identification, reaction, evaluation, organization, and practice. These levels can be seen in the following figure:
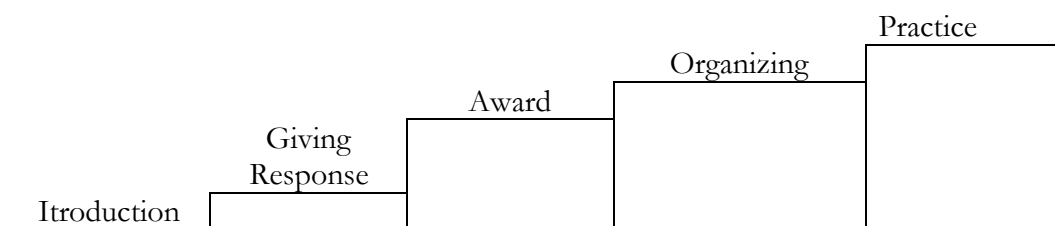
Introduction

Identification or income includes the ability to understand, be willing to accept and pay attention to various excitements. In this case, someone is calm, just watching or observing. Operational speech at this level is observing, approaching, looking, and paying attention. [1]

Giving Response

Giving a reaction (responding) includes the ability to do something in response to an idea, item or number system, more than just identification in this case a person is expected to prove the requested behavior, for example participating, obeying or giving assumptions in a sincere way when asked.

Award

Appreciation for numbers is a feeling, religion or assumption of an idea, object or method of assuming that it has numbers. In this case a person consistently behaves according to the number even though no other party is required or requires it, this number can be learned from other people, for example from preachers, lecturers and so on.

Organizing

Organizing (Organization) proves the interrelationship between special values in a number system and determines which number has a very high priority over other numbers, it is expected to deploy the various numbers it chooses into a number system and ensure ties between values the

Practice

Application relates to organizing and integrating values into an individual number system. This can be shown by the invariable behavior with the number. This is the highest level of attitude to make it easier to identify this affective domain, it can be observed from the speech of operational activities in the following chart:

Table 2. Operational Verbs

Competence	Operational Verbs
Agreed	Sort, question, explore, give, adhere to, obey, interest.
Formulate	Responding, helping, submitting, compromising, liking, welcoming, supporting, justifying, showing, telling, sorting out, saying, sorting out, refusing.
Compare	Assumes, intends, fulfills, ensures, clarifies, initiates, believes, invites, mixes, encourages, emphasizes, charities.
manage	Adopt, replace, arrange, classify, combine, keep, make, opinionate, mix arrange, negotiate, consult.
Deepen	Changing behavior, virtuous, influencing, discerning, qualifying, serving, proving, convincing, dismantling.

Psychomotor Domain

Psychomotor is a domain that includes attitude and body coordination, motor skills and physical skills of a person. Skills that will develop, if practiced frequently, can be measured in terms of dexterity, accuracy, methods, and methods of implementation. In a psychomotor perspective, there are 5 types, from the lowest to the highest.
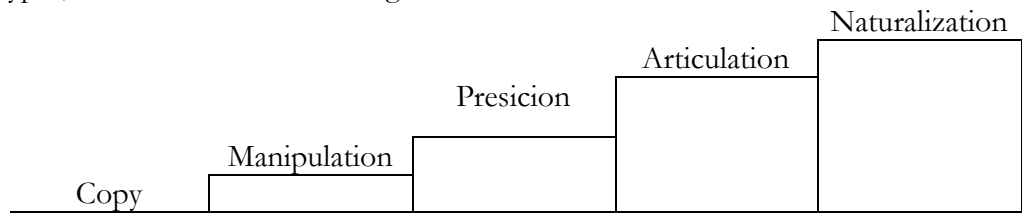
Copy

This type occurs when the child is able to interpret stimulation or examination as a motor action. The child can observe an action and then begin to answer with what is observed in the form of tracing, imitation is not yet specific and imperfect. Imitation (tracing) is the ability to carry out simple activities and are exactly the same as those seen or observed before

Manipulation

Stuttering (manipulation) is the skill needed to carry out an action, whether it's muscle action, mouth action, or other sporting action without visual or audio support.

Precision

Determination of Action (presicion) is the ability to be able to carry out movements both muscle actions, oral movements, or other sports actions without visual or audio support and to do them smoothly, precisely, balanced and accurately. In proving the action, it is less likely to make mistakes

Articulation

Pronunciation (articulation) is the ability to be able to carry out movements, both muscle actions, mouth organ actions, or other sports actions with accuracy, correct lines and proper dexterity.

Naturalitation

Naturalization (naturalitation) is the ability to show movements, both muscle actions, mouth organ actions, or other sporting actions automatically or automatically or without assuming again how to show the movement. To make it easier to identify this psychomotor domain, it can be observed from the speech of operational activities in the following chart (Arifin, 2009):

Table 3. Operational Verbs

Competence	Operational Verbs
Imitation	Trace, Follow, Trace, Replicate, Pattern, Compose, Practice, Create.
Manipulation	Execute, Build, Assemble, Solve, Justify, Organize, Arrange, Assemble, Play, Demonstrate.
Presicion	Carry out actions correctly, carry out actions carefully, carry out measurable actions.
Articulation	Making alterations, Combining actions, Adapting various actions, Organizing.
Naturalisasi (*Naturalitation*)	Organize action Execute action naturally Execute action automatically Execute action quickly.

Bloom's Taxonomy (Revised)

In the 1990s, Lorin Anderson and David Krathwohl reviewed the Bloom's taxonomy and reorganized the cognitive domain to adapt to the advancements in 21st-century learning. The result was known as the revised Bloom's taxonomy. There was also a shift from the original Bloom's taxonomy framework to the revised Bloom's taxonomy, as illustrated in Figure 1.

In the revised Bloom's taxonomy, a clear distinction was made between the knowledge dimension and the cognitive process dimension. While in the original Bloom's taxonomy, the knowledge dimension was included at the lowest level (Knowledge), in the current taxonomy, knowledge is completely separated from the cognitive process dimension. This division was made because knowledge is represented by nouns, whereas cognitive processes are represented by verbs. In short, it can be said that the revised Bloom's taxonomy consists of two separate dimensions: the "knowledge dimension" and the "cognitive process dimension (Muradi et al., 2020)."
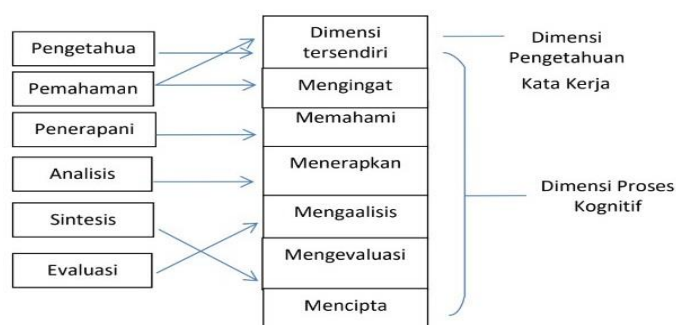
Figure 1. Changes from The Original Bloom's Taxonomy
Framework to The Revised Boom Taxonomy

Knowledge Dimension

The insight format is a specific format within the revised Bloom's taxonomy. There are four types of knowledge dimensions, namely: actual knowledge, abstract knowledge, procedural knowledge, and metacognitive knowledge (Sutjipto, 2016). These types of knowledge demonstrate a progression from concrete (actual) to abstract (metacognitive) characteristics

Actual Knowledge

Actual knowledge is a type of knowledge that is concrete and directly related to real-life experiences. It encompasses understanding of facts, information, and observable and testable concepts. Actual knowledge involves the recognition and understanding of things that are tangible and occur in the real world, without complex abstraction processes. For example, understanding simple mathematical concepts, recognizing objects or things around us, or describing events or occurrences. Actual knowledge builds the foundational knowledge necessary for understanding more abstract concepts at higher levels.

Conceptual Knowledge

Abstract knowledge encompasses understanding of types, classifications, and relationships between two or more types or groupings of knowledge that are more environmental and systematic. Abstract knowledge includes design, psychological forms, or philosophies that are suggestive or accurate in various forms of cognitive psychology.

Knowledge of Classification and Types

This includes categorization and types within disciplines, such as categories, types, parts, and layers. It creates connections between different elements. Knowledge of principles and abstractions:

This involves abstracting from realities, events, and the interrelationships among them. Principles and abstractions are often challenging for students to grasp if they don't fully understand the phenomena that underlie those principles or abstractions.

Knowledge of Philosophies

Forms, and structures: This involves an understanding of principles and abstractions, as well as how they introduce concrete, systematic, and comprehensive thinking about a complex event, issue, or observation module

Procedural Knowledge

Procedural knowledge is understanding how to perform a certain method. This knowledge encompasses an understanding of skills, algorithms, methods, and procedures, all of which are expressed in a systematic way. Procedural knowledge often involves steps or stages that must be followed in carrying out a specific task. Procedural knowledge is related to the question of "how" (Selvia A.H et al., 2022).

Knowledge of specialized skills related to a specific aspect and knowledge of algorithms: This is knowledge of specialized skills required to work in a particular field or about algorithms that must be followed to solve a particular problem. Knowledge of methods and procedures related to a specific aspect: This knowledge is typically the result of consensus, agreements, or established rules within a specific field of study. Knowledge of methods and procedures reflects how academics in that field think and analyze the problems they encounter. Knowledge of criteria for determining whether a method is suitable for use: This is knowledge of when a method, strategy, or procedure should be employed. Students are expected not only to be familiar with various methods or procedures but also to be able to think about specific methods or procedures that should be used based on the context and situation they are facing

Metacognitive Knowledge

Metacognitive insight involves understanding how individuals perceive, organize, and control their own thought processes. This includes knowledge of learning strategies, self-monitoring, and self-regulation. Metacognitive insight enables individuals to be actively involved in the learning process and develop essential metacognitive skills. Metacognitive insight is divided into 3 subtypes (Mariati, 2018), namely:

Strategic Knowledge, Knowledge of Cognitive Obligations, Insight Into Yourself

The four types of insight forms are considered to be a continuum from the concrete to the abstract. Abstract and procedural have different levels of abstractness, for example procedural insight is more actual than abstract insight which is very abstract

The Cognitive Process Dimension

The cognitive process dimension in Bloom's Taxonomy refers to the various levels of thinking and cognitive processing classified in the taxonomy. Bloom's Taxonomy describes six different levels of cognitive processes, ranging from lower-level understanding to higher-level thinking. Here are the cognitive process dimensions in Bloom's Taxonomy (Ruwaida, 2019):

Knowledge: This level involves understanding and knowledge of basic facts or information. It includes remembering, identifying, and recalling learned information. Comprehension: This level involves understanding and interpreting information. It includes interpreting, describing, and explaining information using one's own words. Application: This level involves the ability to apply learned knowledge to new situations or contexts. It includes using, executing, and implementing knowledge in relevant situations. Analysis: This level involves breaking down information into smaller parts and understanding the relationships between those parts. It includes identifying, analyzing, and connecting information in an organized manner.

Evaluation: This level involves assessing and judging the value or quality of information based on established criteria. It includes evaluating, assessing, and critiquing information or

arguments. Creation: This level involves the ability to generate new works or new ideas using the knowledge and skills learned. It includes designing, producing, and creating something unique or original. The revised Bloom's Taxonomy is sometimes referred to as the Anderson and Krathwohl Taxonomy, which is closely related to other knowledge dimensions such as factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Please refer to the accompanying diagram for further details (Wijayanti, 2016).

Table Revised Bloom's Taxonomy

level	Higher Level Thinking	Communication
Creating	Generalizing (generating), conceptualizing (designing), producing (producing), devising	Negotiating, moderating, collaboration
Evaluating	Meet with the network or discuss (meeting net), argue commenting), debate (debate)	Meet with the network or discuss (meeting net), argue commenting), debate (debate)
Analyzing	Provide attributes (attributeing), mobilizing (organizing), combining (integrating), validating (validating)	ask (Questioning), review (review)
Applying	Execute method(executing), implementing (implementing), distributing (sharing)	Posting, blogging, responding(replying)
Understanding	Classify (classification), equate (comparing), interpreting (interpreting), assume(inferring	Talking (chat), charity (contributing), networking,
Remembering	Identify (recognition), call back (recalling), define (describing), recognize (identifying)	Writing readings (texting), sending short notes (instant messaging), dialogue (twittering)

Furthermore, to make it more lear the position of comparison between the original Bloom's taxonomy and the improved Bloom's taxonomy we can see in the following figure (Agarwal, 2018):
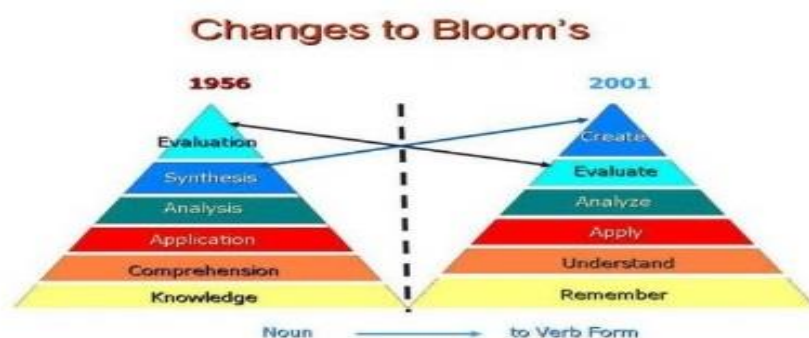
Figure 2. Original and revised Bloom's Taxonomy figure

We can observe an analogy between the cognitive domains of the original Bloom's taxonomy and the cognitive domains of the improved Bloom's taxonomy in the following chart. This analogy shows a continuity between the original Bloom's taxonomy which focused more on levels of thinking and cognitive processes, and the improved Bloom's taxonomy which adds an

insight dimension to show the different types of knowledge that students must learn (Murtiyasa & Sari, 2022). Thus, it is necessary to understand and understand these two taxonomies in order to gain a complete understanding of various aspects of learning and cognitive development (Ridwan, 2018).

Table 4. Comparison Table Between Original Bloom's Cognitive
Domains with Bloom's Revised Cognitive Realm

Cognitive realm	Original	Revised
C1	Knowledge	Remembering
C2	Comprehension	Understanding
C3	Apply	Applying
C4	Analysis	Analyzing
C5	Synthesis	Evaluating
C6	Evaluation	Creating

The comparison table between the original Bloom's cognitive domain and the revised Bloom's cognitive domain illustrates the shift in the use of terms and concepts in Bloom's taxonomy (Sideeg, 2016):

C1 - Knowledge to Remembering: In Bloom's original taxonomy, C1 refers to knowledge and understanding of basic facts. However, in the revised Bloom's taxonomy, C1 focuses on the ability to remember or access previously learned information; C2 - Comprehension to Understanding: This change emphasizes deeper understanding and the ability to relate more detailed information in the revised Bloom's taxonomy; C3 - Apply (Application) to Applying (Applying): This change emphasizes the ability of students to apply the knowledge they have learned in new situations or contexts; C4 - Analysis to Analyzing: This change demonstrates a focus on students' ability to analyze information, break it down into smaller parts, and understand the relationships between the parts; C5 - Synthesis to Evaluating: This change shifts the focus from students' ability to combine information into something new (synthesis) to the ability to evaluate information or arguments based on established criteria; and C6 - Evaluation (Evaluation) to Creating (Creating): This change emphasizes the ability of students to produce new work or new ideas by using the knowledge and skills that have been learned.

This comparison demonstrates a shift in emphasis and naming levels of cognitive processes in Bloom's revised taxonomy, with greater emphasis on deep understanding, application of knowledge in new contexts, more detailed analysis, more critical evaluation, and the ability to create something new.

CONCLUSION

The conclusion of the comparison between the original cognitive domain of Bloom's taxonomy and the revised cognitive domain of Bloom's taxonomy is the shifting focus and renaming of the cognitive process levels. The revised Bloom's taxonomy emphasizes deeper understanding, application of knowledge in new contexts, more detailed analysis, critical evaluation, and the ability to create something new. These changes aim to accommodate advancements in learning and consider the need for more comprehensive cognitive development. In the revised Bloom's taxonomy, students are encouraged to actively engage in the learning process, think critically, and develop their creative abilities. Thus, this comparison demonstrates the evolution of Bloom's taxonomy to address the challenges of learning in the modern era, where students need to have a deeper understanding, the ability to apply knowledge in real-world contexts, and the skills to analyze and critically evaluate information.

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