

## **Analysis of Teaching Materials for Akidah Akhlak With The Approach of Benjamin S. Bloom Theory**

<sup>1</sup>Dinda Lia Rifatul Muna, <sup>2</sup> Muhammad Miftah, <sup>3</sup>Ahmad Basori Nurtaqim,

<sup>4</sup> Muhammad Irfan Bahauddin

<sup>1,2,3,4</sup>Institut Agama Islam Negeri Kudus

e-mail: [ahmadbasori@ms.iainkudus.ac.id](mailto:ahmadbasori@ms.iainkudus.ac.id)

**Abstract:** *The purpose of this study is to analyze the teaching material of Akidah Akhlak class VII semester I chapter II, published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education and Ministry of Religious Affairs of the Republic of Indonesia, and its relevance to the theory of Benjamin S Bloom as well as from the psychological point of view of student development. This research uses a qualitative approach using the library research method by searching literature involving books, journals, and other sources of information relevant to the subject being studied. The results showed that the content of the learning material of Akidah Akhlak is already in line with the cognitive and affective theory of Benjamin S. Bloom. In addition, psychologically, the development of the students of this book from the language aspects is quite easy to understand for children aged MTs (13-15 years). However, in the presentation of the data table, God's properties are less attractive to readers, and the images displayed are less clear. Despite all that, teaching material, especially in chapter II about the attributes of God, is already sufficient.*

**Keywords:** *Akidah Akhlak; Teaching Materials; Benjamin S Bloom*

### **Introduction**

The younger the age, the more it will determine the progress of a country. To create a quality young generation, quality education is needed. The acceleration of a nation's progress can be realized if the education sector is also advanced. Education is a valuable long-term investment, especially for the younger generation of the nation's successors, it is the younger generation that will determine the progress or decline of a nation.

Thus Rinehart in Daulat P. Tampubolo stated:

*“For years we have lied to young people, telling them they are the future of our country and our society. How can they build the future when we give them nothing with which to build it? All we do is to hand over the responsibility with it we give them social, political, fiscal, and environment garbage”.*

We deceived the younger generation a long time ago. We say it is the fate of the country and the state, yet we do not prepare them to assemble it. All we get is the responsibility associated with social, political, monetary and ecological annihilation). From this statement, we know that the most basic lie is when we are unable to inherit a quality education system. Quality education for the younger generation is necessary to advance the country and overcome the various challenges of the world in the future.

A quality education system will be a bridge for the younger generation to gain knowledge to become leaders in the future.<sup>1</sup>

One part of education that must be improved, especially in this time of globalization, is moral training. In the life of friendship, society, and the state, ethics have a vital position. Ethics is the extent of appropriate behavior for each person in carrying out his practice in order to be protected in the world and in life after death. The essence of education is to form students with good ethics by forming characters that reflect knowledgeable students. Indonesia itself has a common rationale, specifically Pancasila and the Constitution of the Republic of Indonesia. One of the elements of public education is shaping character, fostering the development of a dignified society to educate the existence of the Indonesian state. Therefore, Indonesian schools should consider Pancasila and the Constitution, where the function of public schools is to cultivate students' capacity and character. The ethical order is where students must have a legitimate mentality, be humble, and so on that reflect great ethics.<sup>2</sup> Seeing the importance of moral education, it is necessary to improve from the basics such as in the preparation of good teaching materials.

Because the success or failure of a learning activity in achieving the planned educational goals can be determined by the teaching materials or teaching materials, so teaching materials are one of the most important components of education. Therefore, the module or demonstration material should contain the abilities that students must encounter related to the mental, emotional, and psychomotor educational goals that have been set. Not only that, when introducing the module, you must focus on the phase of students' mental progress at each learning level, because the phase of students' progress differs according to their age and level of training.<sup>3</sup> All materials used in the educational process with the intention of designing and reviewing the application of education are considered teaching materials. The module includes data, equipment, and readings that are systematically arranged and describe a reflection of the totality of competencies that students will be able to understand. Demonstration modules have different types, consisting of printed and non-printed teaching materials. Printed teaching materials consist of novels, packets, materials, leaflets and student worksheets.

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<sup>1</sup> Muhandi Muhandi, "Kontribusi Pendidikan dalam Meningkatkan Kualitas Bangsa Indonesia," *MIMBAR: Jurnal Sosial dan Pembangunan* 20, no. 4 (15 Desember 2004): 481, <https://doi.org/10.29313/mimbar.v20i4.153>.

<sup>2</sup> Annisa Maharani dan Ceceng Syarif, "Manajemen Pendidikan Karakter Dalam Pembinaan Akhlak Peserta Didik," *Edumaspol: Jurnal Pendidikan* 6, no. 1 (1 Maret 2022): 764.

<sup>3</sup> Sofyan Habibi Anhar dkk., "Analisis Materi Bahan Ajar Sejarah Kebudayaan Islam MTs Kelas IX," *Qiro'ah: Jurnal Pendidikan Agama Islam* 13, no. 2 (24 Desember 2023): 77.

Meanwhile, non-print broadcast modules include tuning (voice) broadcast modules, such as cassettes, radios, as well as smaller sound plates.<sup>4</sup> The utilization of performance modules is one of the factors that determine the progress of a learning experience. A teaching module that matches a great model will create an interesting developing experience. But on the contrary, if the teaching module used does not match the standards and demands of basic skills, then what will appear is another case of learning.<sup>5</sup>

One of the meaningful things in designing or collecting a good performance module is to refer to Benjamin S Bloom's hypothesis or what we know as Blom's Scientific classification hypothesis. To create a good teaching module, an in-depth exploration of the Aqidah Akhlak learning module is also needed. However, there is not much research that examines the module investigation of the learning module. Therefore, this exploration aims to describe the relevance of the content of the Akidah Akhlak teaching material module with Bloom's Taxonomy theory and the suitability of the module content with the psychological growth of students. So that it can be known to what extent the quality of teaching materials.

Before this research was conducted, several previous studies also analyzed Akidah Akhlak teaching materials, including research conducted by Nur Hidayat with the title "Analisis Buku Ajar Pendidikan Agama Islam Pelajaran Akidah dan Akhlak I Madrasah Tsanawiyah Kelas VII" using a qualitative approach, which showed several research results including, first, in terms of the feasibility of the book it is suitable for use, the book is also in accordance or does not conflict with Law No. 19 of 2016. Second, from the language aspect, the book is written with an appropriate and communicative sentence structure. Third, judging from the feasibility of graphics, the book cover is attractive with the inclusion of illustrations. So overall the book has fulfilled BPSN.

In addition, there is a journal compiled by Herdiansyah Tri Saputra and Hanip Pujiati published in the journal JELT (Journal Of English Language and Literature Teaching) Vol. 06 No. 01 June 2021 with the title Cognitive Domain Of Revised Bloom Taxonomy In English Student Book. This research is library research, the research analyzes and identifies the English in Mind Starter Second Edition (Student's

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<sup>4</sup> Lisa Tania, "Pengembangan Bahan Ajar E-Modul Sebagai Pendukung Pembelajaran Kurikulum 2013 Pada Materi Ayat Jurnal Penyesuaian Perusahaan Jasa Siswa Kelas X Akuntansi SMK Negeri 1 Surabaya," *Jurnal Pendidikan Akuntansi (JPAK)* 5, no. 2 (9 Agustus 2017): 2, <https://ejournal.unesa.ac.id>.

<sup>5</sup> Syahda Puspita Husada, Taufina Taufina, dan Ahmad Zikri, "Pengembangan Bahan Ajar Pembelajaran Tematik Dengan Menggunakan Metode Visual Storytelling Di Sekolah Dasar," *Jurnal Basicedu* 4, no. 2 (13 April 2020): 420–21, <https://doi.org/10.31004/basicedu.v4i2.373>.

Book) Special Edition For Junior High School student textbook. The similarity between this research and the research to be conducted is that both of them examine junior high school textbooks by discussing the same field of study, namely the Cognitive Domain of Bloom Taxonomy Revised and focusing on the content of High Order Thinking Skills (HOTS) in student textbooks. Another difference is that the textbook studied in the research conducted by Herdiansyah Tri Saputra and Hanip Pujiati which is a student textbook for language lessons, “Analisis Soal Latihan Buku Pendidikan Agama Islam dan Budi Pekerti Kurikulum 2013 Kelas VIII Berdasarkan Taksonomi Bloom”, while the research we will do is an analysis of teaching materials for class VII semester 2 chapter II moral creed.<sup>6</sup>

So based on previous studies, researchers are interested in analyzing more deeply about Akidah Akhlak teaching materials. As for the difference from previous research, this study aims to analyze the relevance of learning materials for Akidah Akhlak textbooks for Madrasah Tsanawiyah class VII semester I published by the Ministry of Religion of the Republic of Indonesia. This research is focused on chapter II on the Attributes of God in terms of Bloom's taxonomy theory, which includes cognitive, affective, and psychomotor domains, as well as on the psychology of student development. From the above background, the problems of this study can be formulated, namely, how is the concept of Bloom's Taxonomy Theory, how is the content of the Akidah Akhlak textbook material for class VII semester one chapter II, and how is the suitability of Akidah Akhlak chapter II learning material with the cognitive, affective, psychomotor and psychology domains of student development?

## Method

This research is qualitative research that is library research, namely a method of collecting data by understanding and studying theories from various literature related to the research.<sup>7</sup> In this research, the series of activities are related to 1) Choosing a general idea about the research topic 2) Search for information that supports the topic 3) Confirm the focus of the research 4) Search and finding the necessary reading material and classify the reading material 5) Read and make research

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<sup>6</sup> Herdiansyah Tri Saputra dan Hanip Pujiati, “Cognitive Domain Of Revised Bloom Taxonomy In English Student Book,” *Jurnal JELT (Journal Of English Language and Literature Teaching)* 6, no. 1 (2021): 164.

<sup>7</sup> Miza Nina Adlini dkk., “Metode Penelitian Kualitatif Studi Pustaka,” *Edumaspul: Jurnal Pendidikan* 6, no. 1 (1 Maret 2022): 974, <https://doi.org/10.33487/edumaspul.v6i1.3394>.

notes 6) Review and enrich the reading material again 7) Classify the reading material again and start writing the report.<sup>8</sup>

Likewise, this research also uses several stages, 1) Analyzing the Akidah Akhlak book published by the Directorate of KSKK Madrasah, Directorate General of Islamic Education and Ministry of Religious Affairs of the Republic of Indonesia, 2) Analyzing learning materials in the Akidah Akhlak book semester I chapter II, 3) collecting, organizing, and explaining the appropriate data. The data collection process is carried out through literature searches involving books, journals, and other sources of information related to the topic of teaching materials for Akidah Akhlak MA Class XII.

## **Discussion**

### **The Profile of Benjamin S. Bloom**

Benjamin Samuel Bloom was a master of education from Lansford, Pennsylvania who earned his doctorate at the University of Chicago in 1942. He was born on February 12, 1913. With his abilities, Sprout served as an international expert and lobbyist in the field of education. Her presence has brought about various advancements and changed the essence of education in India. Blossom's work in advancing education can be seen from his introduction when he founded The Worldwide Estimation, Assessment and Measurable Examination (Plateau), a program at the College of Chicago, until towards the end of his life Sprout was trusted to be the Executive of Exploration of the Panel of Improvement of the School Selection Test Board and the Chairman of the American Instructive Exploration Affiliation, and closed his eyes on September 13, 1999. Bloom's idea of scientific categorization began to be unified in 1950. This stems from the perception by Blossom and his colleagues on learning assessment, that the largest level of learning assessment framework that existed at the time only focused on students' retention capacity, whereas according to Bloom, memory is essentially the lowest level of reasoning capacity. More than that, many different levels can be enhanced in further developing students' reasoning skills.<sup>9</sup>

### **Bloom's Taxonomy Theory**

The word taxonomy comes from the Greek “*tassein*” which means to characterize and “*nomos*” which means rule. Taxonomy can be defined as a multilevel

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<sup>8</sup> Milya Sari dan Asmendri Asmendri, “Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA,” *Natural Science* 6, no. 1 (10 Juni 2020): 45, <https://doi.org/10.15548/nsc.v6i1.1555>.

<sup>9</sup> N. Euis Kartini dkk., “Telaah Revisi Teori Domain Kognitif Taksonomi Bloom Dan Keterkaitannya Dalam Kurikulum Pendidikan Agama Islam,” *Jurnal Basicedu* 6, no. 4 (9 Juni 2022): 7296, <https://doi.org/10.31004/basicedu.v6i4.3478>.

scientific categorization of something, or the standards underlying the grouping. Where higher scientific categorizations are broader and lower scientific classifications are clearer. Every moving object, fixed object, place and event, and thinking ability can be characterized by some organized plan.<sup>10</sup> In 1956 an educational psychologist named Benjamin S. Bloom and his friends introduced the concept of Bloom's taxonomy.

Blomm's scientific categorization has 3 spaces, namely cognitive, affective and psychomotor. The cognitive space includes the storage or perception of explicit reality, procedural examples and ideas that empower the improvement of scientific capacity and ability, the affective space relates to perspectives, values and feelings, and the psychomotor space relates to abilities. The taxonomy is described in the book "The Taxonomy of Educational Objectives" which has become a guidebook in education until today. The book has been amended twice to meet the needs of education with the intention that teachers should focus their attention on the handbook not just as a historical document, but rather be recognized as a work that was in many ways ahead of its time intending to meet the integration of knowledge and new ideas in the design of educational objectives.

Developments in the scientific field indirectly support the need to revise the book, because the needs along with the times will be more contextual.<sup>11</sup> The concepts in Bloom's taxonomy have been widely applied in formulating learning objectives and various activities in it. Benjamin S Bloom actually at the beginning of compiling the concept of Bloom's taxonomy only lists two domains, namely the cognitive domain which includes: knowledge, and the affective domain which contains the growth of feelings and emotional or attitudes. Then in 1966 Simpson published "*The Classification of Educational Objectives in the Pyschomotor Domain*" which means, a new domain has been initiated in Bloom's taxonomy concept, namely the psychomotor domain which includes physical skills. Then one year later, in 1967 Dave also introduced the public to the "*Pyschomotor Domain*".<sup>12</sup>

**The cognitive domain** is the ability of students to convey back concepts or learning materials that have been taught by educators related to the ability to think, competence, recognition, understanding, conceptualization, determination, and

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<sup>10</sup> Ihwan Mahmudi dkk., "Taksonomi Hasil Belajar Menurut Benyamin S. Bloom," *Jurnal Multidisiplin Madani* 2, no. 9 (30 September 2022): 3508, <https://doi.org/10.55927/mudima.v2i9.1132>.

<sup>11</sup> Ferdinal Lafendry, "Teori Pendidikan Tuntas Mastery Learning Benyamin s Bloom," *Tarbawi: Jurnal Pemikiran Dan Pendidikan Islam* 6, no. 1 (8 Februari 2023): 2–3, <https://doi.org/10.51476/tarbawi.v6i1.459>.

<sup>12</sup> Dewi Amaliah Nafiati, "Revisi taksonomi Bloom: Kognitif, afektif, dan psikomotorik," *Humanika* 21, no. 2 (31 Desember 2021): 155, <https://doi.org/10.21831/hum.v21i2.29252>.

reasoning of students related to the expected goals. During the thinking process describes the stages of processing thoughts that should be mastered by students so that these students are able to implement what has been taught into an action or behavior. This cognitive domain has six domains, including: knowledge, understanding, application, parsing, guiding, then the last is assessment.<sup>13</sup>

#### 1. Knowledge

This level is the lowest level that contains the ability of a learner to recall and recognize things that have been learned that have been stored in his brain, such as an example when students are asked to explain a theory that has been learned the learner is able to explain it well.

#### 2. Comprehension

This level is the second level in Benjamin S Bloom's theory which contains the ability of students to understand a theory and then students can find answers to problems through the previously learned theory.

#### 3. Application

The next level is the application or application of the ability of students to apply the theory that has been learned to deal with cases or problems that really occur.

#### 4. Analysis

The fourth level of explanation is Analysis or elaboration. The intended explanation is the ability possessed by students in completing various information into small parts. Then from the smallest parts are interrelated with various other information.

#### 5. Synthesis

This fifth level is a synthesis or can be interpreted as the ability to think someone through a certain process, by linking various elements logically, so as to produce a unity of patterns that are linked to other patterns into one.

#### 6. Evaluation

The highest level in this theory is evaluation The purpose of evaluation here is for learners to be able to make an assessment of the learning topic and be able to demonstrate what they understand, believe, do and the results they achieve.<sup>14</sup>

For about half a century the levels of the taxonomy were very useful in the formulation of goals in education. Then around 2001 Lorin W. Anderson and his friend David R published a book called *A Taxonomy for Learning Teaching and Assessing: A*

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<sup>13</sup> Ulfah dan Opan Arifudin, "Analisis Teori Taksonomi Bloom Pada Pendidikan Di Indonesia," *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan* 4, no. 1 (19 Januari 2023): 17.

<sup>14</sup> Kartini dkk., "Telaah Revisi Teori Domain Kognitif Taksonomi Bloom Dan Keterkaitannya Dalam Kurikulum Pendidikan Agama Islam," 7296.

*Revision of Bloom's Taxonomy of Educational Objectives* which in the book contains changes in Bloom's taxonomy precisely in the cognitive domain, then changes in the taxonomy which was originally in the form of verbs (verbal). These changes are not without basis, but rather to meet the needs that must be met in educational goals.

The purpose of education is to indicate that students should be able to do something with something. That is, the first something is a verb, while the second something is a noun. The category of knowledge in Bloom's taxonomy is changed to remember, understanding to understand, application to apply, analysis to analyze, synthesis to create, then evaluation to evaluate or assess. So when summarized, Bloom's taxonomy which has been revised by Anderson and Krathwol is six, namely: remembering, understanding, applying, analyzing, evaluating, and creating.<sup>15</sup>

#### 1. Remember

The first cognitive level is remembering. Remembering is the lowest level of cognition. Because the process of retrieving knowledge takes place in a fairly short period of time, while what is desired from the process of retrieving knowledge is that it can last for a long period of time which includes recognizing, mentioning, and writing.

#### 2. Understand

The second cognitive level is understanding. Understanding means that students can connect information that has been obtained with new information that exists and that has been integrated into a pattern that has been arranged in the minds of students.

#### 3. Apply

The third level is applying. Applying is the ability of students to apply ideas or theories in a new matter. In this third level of the cognitive domain, it is divided into two types, namely doing tasks that are already known, and doing tasks that are not yet known.

#### 4. Analyze

The fourth level is analysis. Analysis is the ability of learners to repeat, describe a problem or object into its constituent parts, and determine how closely the constituent parts survive with their larger structure.

#### 5. Evaluate

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<sup>15</sup> Imam Gunawan dan Anggarini Retno Palupi, "Taksonomi Bloom – Revisi Ranah Kognitif: Kerangka Landasan Untuk Pembelajaran, Pengajaran, Dan Penilaian," *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran* 2, no. 02 (14 November 2016): 102–5, <https://doi.org/10.25273/pe.v2i02.50>.



The fifth level is evaluation. Evaluation is the ability to give value to something based on predetermined standard values. These standard values usually include quality, effectiveness, efficiency, and consistency.

#### 6. Create

The sixth level is creating which means putting together several elements into a new element. Learners can get a creative title if they have been able to create a work in accordance with the theories that have been taught by the teacher.<sup>16</sup>

In Bloom's revised taxonomy there is a separation or elimination in the knowledge dimension, where knowledge is made into its own category which is categorized into four categories namely: factual, conceptual, procedural, and metacognitive. Then the explanation of the factual category, that this factual category contains basic elements that must be mastered by students when they are studying a discipline. Then conceptual knowledge includes knowledge about categories or classifications (exceptions). Procedural knowledge is knowledge that explains how to do something. And the last is metacognitive knowledge which includes awareness of one's own cognition.<sup>17</sup>

**The Affective Domain** is the ability of learners to show good affection. This can be seen from how the learner's maturity attitude and how the learner's attitude or attitude in everyday life, whether it happens in the learning mechanism in the classroom or it happens outside the classroom. Examples of good affection include discipline and responsibility for doing their obligations in learning and for what has been done, as well as enthusiasm and enthusiasm during the learning process, respect and respect for teachers and peers, and many more.<sup>18</sup>

The effective domain is the domain related to learners' emotional response to a job. The domain that has been designed by Benjamin S Bloom together with David Krathwol consists of five domains, including: acceptance (one's sensitivity to the natural symptoms around him), response (one's integrity to actively and participate in an event), appreciation (one's willingness to give value / evaluation), organization (the ability to combine a diversity of values, handle and build value schemes consistently), characterization based on values (the ability to permeate the value of life).<sup>19</sup>

#### 1. Receiving

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<sup>16</sup> Kartini dkk., "Telaah Revisi Teori Domain Kognitif Taksonomi Bloom Dan Keterkaitannya Dalam Kurikulum Pendidikan Agama Islam," 7299–7230.

<sup>17</sup> Sri Fatmawati, "Perumusan Tujuan Pembelajaran Dan Soal Kognitif Berorientasi Pada Revisi Taksonomi Bloom Dalam Pembelajaran Fisika," *Edu Sains: Jurnal Pendidikan Sains Dan Matematika* 1, no. 2 (2013): 13, <https://doi.org/10.23971/eds.v1i2.13>.

<sup>18</sup> Nafiati, "Revisi taksonomi Bloom," 165.

<sup>19</sup> Mahmudi dkk., "Taksonomi Hasil Belajar Menurut Benyamin S. Bloom," 3510.

The level of receiving or acceptance is the lowest affective level. This level includes: acceptance of problems, situations, values, and beliefs. Acceptance is like sensitivity in accepting external stimuli that come from within students. For example, when students are listening carefully to the explanation of the educator. At that moment in themselves there is a desire to combine themselves with that value. The verbs used in this level are: choosing, following, giving, believing, obeying, and interested.<sup>20</sup>

## 2. Responding

This section relates to the response and satisfaction of understanding or actualizing a matter in accordance with the values believed by the community. For example, giving assignment reports on time. Verbs used in this level include: answer, help, display, report, choose, say, and reject.<sup>21</sup>

## 3. Valuing

Valuing is giving appreciation value and belief in an indication or in certain stimuli. This means that students are not only limited to accepting the values taught but also able to assess whether it is good or not for themselves. Verbs used in this level include: estimate, believe, invite, complete, convince, clarify, initiate, emphasize, propose and so on.<sup>22</sup>

## 4. Organization

Organization is the implementation of values, as well as the strengthening and preference of values that have been obtained. For example, the ability to consider the positive or negative impact of a development of knowledge in this life.

## 5. Characterization

Characteristics are links between the values held by an individual that impact their personality and behavior patterns in everyday life. An example of this is when we try to change our opinion due to the unavailability of data that supports that opinion. Verbs in this level include: change attitudes, be noble, listen, qualify, and so on.<sup>23</sup>

**The Psychomotor Domain** can be seen from the aspect of student skills, which is the application of teaching and learning activities in the classroom. The psychomotor domain is the domain concerned with the dimensions of physical skills. Students are not only able to memorize or remember a theory, but students are also required to implement these theories in everyday life. This is the standard of whether or not the student understands a science as a whole. Learners who understand a

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<sup>20</sup> Agung Prihantoro, *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen* (Yogyakarta: Pustaka Pelajar, 2017), 120.

<sup>21</sup> Prihantoro, 128.

<sup>22</sup> Kartini dkk., "Telaah Revisi Teori Domain Kognitif Taksonomi Bloom Dan Keterkaitannya Dalam Kurikulum Pendidikan Agama Islam," 7292.

<sup>23</sup> Gunawan dan Palupi, "Taksonomi Bloom-Revisi Ranah Kognitif," 115.

discipline thoroughly, can implement theories in science well. The psychomotor domain has several factors: (1) perception, is the power to use gestures or sensory cues in directing motor movements (2) readiness, is the power to position himself in starting an activity. (3) response, is the ability to perform a movement like the example being demonstrated. (4) mechanism, is the power to perform movement activities without seeing or having familiarized, so that the movement has been learned first so that he is able to perform the movement convincingly and well. (5) complex response, is the ability to perform movement activities or skills that are structured over several steps or stages properly, precisely and smoothly. (6) adjustment, is the power to realize the alternation and habituation of movement patterns with specific capabilities that apply (7) creation, is the creation and orientation of new movement varieties that are adapted to certain circumstances or problems on the basis of their own initiatives or ideas. The implementation of Bool's Taxonomy theory in the educational aspect, especially in terms of analyzing teaching materials for seventh grade Akidah Akhlak lessons in semester one, basically has very significant benefits for the development of students. This is because educators have a basis for teaching and applying exemplary values that can be practiced by students in their daily lives.<sup>24</sup>

## **The Content of Teaching Material of Akidah Akhlak Class VII Semester I Chapter II**

One of the significant aspects that support the educational process is teaching materials, which can be in the form of student worksheets or other materials that can be used by teachers and students to expand their knowledge throughout the learning process. Module explanations of knowledge, experience, and theory can be used by teachers and students in teaching materials to make it easier for students to master modules or subjects regulated by the curriculum. Teachers can be better prepared to improve and fulfill each Basic Competency requirement. With the existence of demonstration modules, educators will more easily master the subject matter and students can always understand it.<sup>25</sup>

Kamaruddin said, teaching materials are not merely equipment for instructors to educate students. But books as learning facilities for students are more meaningful. Most teaching materials are packaged in reading books. Course books must be related to the learning program implemented at certain types and levels of teaching.<sup>26</sup> The

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<sup>24</sup> Ina Magdalena dkk., "Tiga Ranah Taksonomi Bloom Dalam Pendidikan" 2 (2020): 132–39.

<sup>25</sup> Kosasih, *Pengembangan bahan ajar* (Jakarta: Bumi Aksara, 2021), 1.

<sup>26</sup> Siti Aisyah, Evih Noviyanti, dan Triyanto Triyanto, "Bahan Ajar Sebagai Bagian Dalam Kajian Problematika Pembelajaran Bahasa Indonesia," *Jurnal Salaka: Jurnal Bahasa*,

comments of experts are different, some say that teaching materials are a collection of modules that are arranged in a planned manner, either written or unwritten, to produce an atmosphere that allows students to learn.<sup>27</sup> Based on the description that has been stated by experts about modules or demonstration modules above, it can be said that modules or demonstration modules are educational aids used by educators to deliver certain modules or subjects to students and help students understand certain subjects or modules.

In other words, “module” or “teaching material” is a collection of topics that are guidelines or references for students to master the lesson or discussion module. As we may know, education is a framework, where the framework consists of some components, namely educators, student participants, educational objectives, demonstration modules, methods and evaluation. Thus, it tends to reason that one of the vital components of education is the module, because the module can ensure the success or failure of an educational movement in achieving the formalized educational goals. Therefore, the teaching materials should contain the capacity dominated by learners who are equivalent to the educational objectives that have not been set.

In this review, the researchers describe the module as a replacement book for the Aqidah Akhlak subject in MTs class VII which was distributed in 2020 by the Directorate of Madrasah KSKK, Directorate General of Islamic Education and Ministry of Religious Affairs (*Kementerian Agama*) in 2020 because of KMA No. 183 of 2019 concerning the Islamic Learning Program and Arabic Language Learning in Madrasahs. 183 Year 2019 on Islamic Learning Program and Arabic Language Learning in Madrasah. This book consists of 10 basic sections in one semester and 195 pages.

The substance of the module in part II remembers the initial semester dissected by the analysts is as follows:

1. Understanding the obligatory attributes, impossible attributes and *jaiẓ* causes of Allah Swt.
2. Names of the attributes of Allah Swt.
3. Evidence that supports the truth of the attributes of Allah Swt.
4. Characteristics of people who believe in the attributes of Allah.<sup>28</sup>

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*Sastra, dan Budaya Indonesia* 2, no. 1 (1 Januari 2020): 63, <https://doi.org/10.33751/jsalaka.v2i1.1838>.

<sup>27</sup> Endang Nuryasana dan Noviana Desiningrum, “Pengembangan Bahan Ajar Strategi Belajar Mengajar Untuk Meningkatkan Motivasi Belajar Mahasiswa,” *Jurnal Inovasi Penelitian* 1, no. 5 (29 September 2020): 968, <https://doi.org/10.47492/jip.v1i5.177>.

<sup>28</sup> Ahmad Fauzi, *Aqidah Akhlak* (Jakarta: Direktorat KSKK Madrasah Jenderal Pendidikan Islam Kementerian Agama RI, 2020).

Textbook analysis essentially covers a number of issues, such as those stated in the performance module instrument distributed by the Office of Training and Culture when textbook evaluation basically covers 3 main viewpoints, specifically the appropriateness of impressions, content and language. By looking at its significance to the learning program, until the module in the Akidah Akhlak Madrasah Tsanawiyah Class VII Gasal Semester 2013 course text distributed by the Religious Affairs Office in 2020 covers all parts of the Center of Expertise and Basic Expertise. Not only that, the depiction of the material is very complete. In totality, this teaching novel is quite good, fulfills the requirements to be used as a guide for students and teachers, and is quite broadening students' knowledge in educational activities. The data presented is complete and organized, the presentation is easy to understand, and is accompanied by a variety of interesting educational activities. Nevertheless, there are still some shortcomings that need to be improved, such as top-down modules on certain subjects, design, and image quality.

### **Relevance of Learning Materials with Benjamin S. Bloom Theory and Psychological Development**

The subject of akidah akhlak in general provides a strong conceptual understanding of beliefs and moral values in religion. In the teaching materials for seventh grade MTs in odd semester right in chapter II discussing the "Attributes of Allah Swt". In this chapter there are four sub-chapters of material related to the understanding of the attributes of God (obligatory, impossible, *jaiẓ*), the names of the attributes of God, the proof of the truth of the attributes of God, and the characteristics of people who believe in the attributes of God. The content of the material in it is quite complete because it contains theories and facts that can be used as lessons in life. In this case we will compare the teaching materials of the moral creed with Bloom's taxonomy theory, whether the content of the teaching materials is in accordance with Benjamin S Bloom's theory. The following is an analysis of the relevance of teaching materials for seventh grade Akidah Akhlak semester one with Benjamin S Bloom's theory:

**The Cognitive Domain**, contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills that focus more on how the learning process is than how the learning outcomes are.<sup>29</sup> When viewed in general, the presentation of material in the teaching materials for Akidah Akhlak class IV semester I chapter II has fulfilled the cognitive aspects according to Bloom's taxonomy

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<sup>29</sup> Ramlan Effendi, "Konsep Revisi Taksonomi Bloom Dan Implementasinya Pada Pelajaran Matematika Smp," *JIPMat* 2, no. 1 (21 Juli 2017): 73, <https://doi.org/10.26877/jipmat.v2i1.1483>.

theory, seen from the presentation of the material The obligatory nature of God consisting of nafsiah, salbiyah, ma'ani, and ma'nawiyah properties, impossible properties, and jaiz properties for God where each property is well explained and given the appropriate evidence. Then students are expected to be able to explain, mention, and show again the attributes of Allah along with the evidence where it includes the cognitive domain level (C1) which is remembering, in addition to explaining and mentioning again in the learning objectives it is also stated that students are expected to be able to analyze and communicate the mandatory Attributes of Allah along with the evidence where this includes the cognitive domain level (C4) which is analyzing, However, this teaching material does not have an example of the application (C3) of the theories that have been described, such as on page 33 where it explains the nature of bashar which means all-seeing, the authors should provide a narrative "After we know that Allah is all-seeing, we should not violate Islamic law even though we are alone because Allah sees all our actions both hidden and overt". In this chapter, several arguments are also given about the attributes of Allah so that students' understanding is needed to relate the arguments to the theory described which in the cognitive domain of understanding is included in level two (C2).

**The affective domain**, the mastery of the affective domain of students, can be reviewed through moral aspects, which are shown through the feelings, values, motivation, and attitudes of students. The affective domain in the moral creed textbook in chapter II is sufficient. It explains the attributes of God such as the example of the nature of Allah Qadiran (which means God is all-powerful) which with this material students can understand and absorb the attributes of God and can feel the greatness of God which strengthens their spiritual bond with God. This acceptance forms the basis for a positive attitude towards religion, devotion, and moral behavior that is reflected in the individual's relationship with others and the surrounding world (the realm of receiving / acceptance). In this book, it is also explained about the characteristics of people who believe in the obligatory attributes of Allah, where with this material students can assess and emulate the characteristics of people who believe in the attributes of Allah (valuing / assessment). Students can also take lessons from the content of these teaching materials by becoming a person who is always eager to do good, becoming a person who believes and pays attention by always getting closer to Allah, and becoming a person who is always sincere to Allah's power (characteristic).

**Psychomotor domain**, the psychomotor domain can be reviewed through the skills aspect of students, which is the implementation of Teaching and Learning Activities in the classroom. Learners are not enough to memorize a theory, definition, but students must also apply the abstract theory, into real actualization. This becomes a benchmark, whether or not a science is comprehensively understood by students.

Learners who understand a science comprehensively, have a strong implementation power in applying their knowledge.<sup>30</sup>

Since the learning material in the first semester of chapter II is the attributes of Allah, the psychomotor aspect is not overly emphasized in this chapter, students are only required to be able to know, understand, apply, and believe in the attributes of Allah along with the arguments that have been mentioned in it.

**Psychology of student development,** Psychology of growth is a branch of psychology that examines how human attitudes and mental activities change from conception to death. Student growth psychology is one of the subfields of developmental psychology that focuses specifically on studying aspects of individual development during primary and secondary school, as the term is defined. In student growth psychology, teachers should focus on the mental development of students, as students have different personalities. This allows educators to recognize the needs of students and the challenges they face throughout the learning process.<sup>31</sup>

The Aqidah Akhlak MTs Class VII book published in 2020 by the Directorate of Madrasah KSKK, Directorate General of Islamic Learning, and the Ministry of Religion contains data on the attributes of Allah Swt when viewed from the perspective of students' psychological development. This module is introduced with effective methods that are easy for students to understand. The module begins with a description of the importance of Allah's attributes. The obligatory attributes of Allah Swt Wujud, Qidam, Baqa, Wahdaniyah, Qudrah, Iradat, Ilmu, Samad, and Khilaf. After that, it is explained to master the impossible attributes of Allah SWT, such as Adum, Hadats, Mumatlah, Tajassud, Tahayyul, and Taajuz. This module is also equipped with models and practice questions that help students master and practice the attributes of Allah SWT.

Semantically, the learning module of the Attributes of Allah Swt in the Aqidah Akhlak MTs Class VII book is very related to the mental increase of students, where MTs children aged 13-15 years have faced mental progress in their minds to master the terms contained in it. By using the right education system, this module can help them build strength of conviction, improve individual well-being, increase courage and confidence that all is well, and build a positive perspective on life. However, to reinforce these skills, an active and imaginative learning methodology that considers the mental attributes of the students is required..

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<sup>30</sup> Magdalena dkk., "Tiga Ranah Taksonomi Bloom Dalam Pendidikan," 138.

<sup>31</sup> Gusman Lesmana, *Psikologi Perkembangan Peserta Didik* (Medan: Umsu press, 2021), 5-6.

## Conclusion

Based on the results of researchers on the substance of reading material for VII grade Akidah Akhlak Semester 1 Part II students seen from cognitive, affective, psychomotor and student development psychology. Based on the results of the study, the teaching module can help students understand, maintain, and practice the attributes of Allah SWT in everyday life. This material is relevant to students' daily developmental stages and is presented in an interesting manner. However, there are also shortcomings in various angles such as in the cognitive, emotional, psychomotor, and psychological domains of student development. In particular, there is a lack of opportunities for students to practice God's attributes in daily life, a lack of practical activities that involve students directly, and too much material that seems abstract, potentially making it difficult for students to understand.

Some suggestions from the researchers for improving the Aqidah Akhlak MT's Class IX student book in Chapter II, first, the material about the obligatory, impossible and jaiz attributes of Allah SWT must be streamlined and combined more interestingly and examples of the use of the attributes of Allah SWT in everyday life must be added, second, utilizing interesting and intelligent learning media is very important, Third, students should have access to activities that instill a love and fear of God and opportunities to apply the attributes of God in real-world situations. Finally, in accordance with the guidelines provided by student development psychology, the content and variety of activities should be adjusted to the various stages of cognitive and affective development that students in grade VII go through.

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