



Formative Assessment Based on Revised Bloom's Taxonomy in Merdeka Curriculum English Textbook

Eli Sadora^{1✉}, Abdurrachman Faridi¹, Suwandi Suwandi²

¹Pascasarjana, Universitas Negeri Semarang, Indonesia

²Pascasarjana, Universitas PGRI Semarang, Indonesia

Article Info

Article History :

Received: March 2021

Accepted: June 2021

Published: December 2021

Keywords: formal assessment, merdeka curriculum, textbook evaluation, revised bloom's taxonomy

Abstract

This study was focused on the textbook evaluation which focused on formative assessment in the form of exercises provided in the Bahasa Inggris: Working in Progress Textbook published by Ministry of Education and Culture for senior/vocational high school level in 2022. This study used descriptive evaluative study in which all exercises were analysed toward revised Bloom's taxonomy as well as Merdeka Curriculum. The analysis also examined the Merdeka Curriculum toward revised Bloom's taxonomy. The results of the study showed that the formative assessments in the form of exercises provided by the textbook have successfully facilitated the cognitive process and knowledge dimensions from revised Bloom's taxonomy. It was reflected on the analysis that showed that the exercises were arranged hierarchically following from the simple instruction to the complex instructions in each chapter of the textbook. Moreover, the formative assessment as realized in the textbook exercises have already compatible with the Merdeka curriculum especially in fulfilling the learning objectives of Xth grade. As the textbook is designed for Xth throughout the semester, every chapter of the textbook has already consisted of assessments evaluating the student's listening, speaking, reading, viewing, writing, and presenting skills holistically. Regarding the evaluation of the Merdeka Curriculum toward revised Bloom's taxonomy, the finding confirmed that cognitive process and knowledge dimensions of Revised Bloom's taxonomy were reflected in all language competences from the learning objectives stated in Merdeka curriculum for Xth grade of senior high school. It is advised for the exercise designer to employ an appropriate level of the updated Bloom's taxonomy to achieve the learning objectives in order to create an activity that may represent the curriculum's learning objectives.

✉ Correspondence :
Pascasarjana, Universitas Negeri Semarang,
Jalan Kelud Utara III, Semarang, Jawa Tengah, Indonesia
E-mail: elisadora89@gmail.com

INTRODUCTION

Since that English is a skill that is essential to learning, it is not unexpected that it has long been a necessary subject in schools. The principles required to develop as communicators and express themselves both vocally and in writing are given to students. Furthermore, knowing English gives pupils access to a range of literary techniques that may be used to assess different types of writing, encouraging critical thinking. Also, it introduces children to languages from diverse cultures and cultivates an appreciation for literature from various civilizations. Ultimately, being fluent in English helps students succeed both academically and professionally in today's cutthroat workplace. Also, it keeps kids well-rounded. Being successful in today's world means being able to communicate in English. In response, the Indonesian government mandated that all students pass English as a necessary subject at all educational levels.

Many curricula are used in Indonesian schools to facilitate the teaching and learning processes. A number of curricula have been developed and put into use by the National Standardization Board of Education, the responsible institution in charge of curriculum development, to meet the needs of today's educational output. According to Republic of Indonesia Law No. 20 Year 2013, a curriculum is a collection of planning and arrangement of objective, content, and learning resources used as guidance in learning activities to achieve a certain educational goal. There are specific curricula in place in Indonesian schools. The most current curriculum was the Merdeka Curriculum, which was introduced in 2013. A few more include the KBK (Competency-Based Curriculum), 2006, KTSP (School-Based Curriculum), 1947, 1952, 1964, 1975, 1984, 1994, and KBK (Competency-Based Curriculum) curricula (Raharjo, 2020). The program must be created by a respected organization with the necessary expertise and understanding (Maryono & Emilia, 2022). The lessons in the Merdeka curriculum are designed to provide students ample time to master a subject properly and become proficient. It is a diverse intra-curricular learning program (Kemdikbud, 2022).

Throughout the teaching and learning process, a number of variables could have an impact on how well pupils learn a subject like English. In

addition to the subject matter covered in class, the instructor's selection of teaching and learning media has an impact on how well the students learn. The textbook, which serves as a source of information and direction in reaching the learning objectives mentioned in the syllabus, is one of the most significant educational materials used in the teaching and learning process. According to Cunningsworth (1995), a collection of resources and methods based on the needs of the students already includes the majority of the teaching and learning objectives. As a result, the content and assessments in the textbook need to be reliable and in line with the current curriculum and evaluation standards. The Ministry of Education and Culture is in responsible of this, and in order to keep up with changing curricula and student requests, it frequently publishes and disseminates textbooks. As part of the textbook evaluation process, the books' content is revised and updated to make it more appropriate to real-world situations.

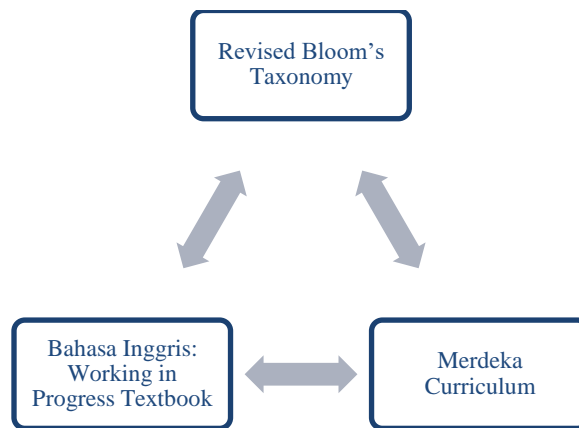
Bloom's taxonomy is a well-known tool for assessing a textbook's content requirements in a learning environment (Nasstrom, 2009). Also, according to Amer (2006), this taxonomy helps academics, professionals, and teachers accurately examine curricular and evaluation difficulties. Revised The most recent iteration of the taxonomy is Bloom's (Anderson and Krathwohl, 2001). Its two dimensions are cognitive and knowledge-based. The four categories that the knowledge of dimension places the most focus on are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Because of this, it is thought that these dimensions exist on a continuum ranging from concrete to abstract. On the other hand, the aspect of cognitive processes, which is broken down into recall, understand, apply, analyze, evaluate, and create, focuses on how knowledge is employed. The foundation of this dimension is cognitive complexity, which varies from low cognitive complexity to high cognitive complexity.

When implementing the Merdeka curriculum, teachers should use the textbooks produced by the Indonesian Ministry of Education and Culture. There are instructional materials for the students, then exercises that serve as assessments of their learning outcomes. It is a component of formal assessment, where the activities given to the

students are meant to tap into a reservoir of skills and information (Brown, 2004). Observations of the textbook indicate that it still needs to be improved, especially at the level of the Xth grade of Senior High School. Based on these facts, it should be examined to see if the formative tests presented in the book have already addressed every aspect of the updated Bloom's taxonomy of cognitive process and knowledge dimensions in accordance with the cognitive process and knowledge dimensions related to the Merdeka curriculum and rubric assessment made public by BSNP.

METHOD

The design of this study was descriptive evaluative study. The aim of this study was to assess the compatibility of exercises as reflected in English textbook Xth grade entitled *Bahasa Inggris* published by The Ministry of Education and Culture in 2017 for senior/vocational high school level toward the standard requirements of the textbook based on Revised Bloom's Taxonomy and *Merdeka Curriculum* as the current curriculum which is implemented in Indonesia. In brief, the design of the research is presented as follows:



RESULT AND DISCUSSION

Several conclusions have been made that address the research questions. This section relates to the study of exercises used as formative assessments in the Bahasa Indonesia textbook for students in the Xth grade released by the Indonesian Ministry of Education and Culture in 2022 based on the Merdeka curriculum. The teaching and learning method in the classroom were designed using this book's adoption of the Merdeka curriculum as the basic curriculum. The elements in this book have been created to make it easier for students to study, utilize, and develop multimodal texts in both written and spoken form, according to the author team of this book (2022). The learning aim established in line with the Curriculum has served as the foundation for the production and selection of the resources. Also, each chapter's material and learning activities are often organized according to an appropriate procedure that complies with the fundamental tenets of learning a foreign language, namely presentation, practice, and production. The several student activities that are offered in the

textbook are created based on the learning goals specified in the Merdeka Curriculum for students in the Xth grade. It involves speaking, reading, and watching, writing and presenting, and listening. Based on real materials from Indonesia, including Indonesian athletes and cultures, those talents were constructed and assessed. With the study of English, strong Indonesian culture is developed. Also, at the conclusion of each chapter, students are required to complete an English project based on the assigned topic.

Also, this book encourages group study in numerous ways so that students may engage with one another and develop their interpersonal and cooperation abilities. According to the textbook, each chapter has a group discussion portion that teaches the students how to think together. Also, the students engage in expressing their thoughts and ideas in relation to the texts they are studying, which might ultimately boost their confidence in expressing their views when one of the learning objectives is to present something. The minimal efforts that students should make to demonstrate the anticipated competency are also explained in this

textbook. In other words, the kids are urged to go online and elsewhere for additional learning resources. The teacher's role in enhancing and monitoring students' learning is extremely important because the teacher is expected to do more than just add creativity to the book's content; the teacher is also expected to guide the students by giving instructions for completing projects that are relevant to social environment phenomena, the context of which the students are well aware.

Compatibility of Formative Assessment toward Revised Bloom’s Taxonomy

Revisions to Bloom's taxonomy are used to analyze assessments. By classifying standards into taxonomy categories, teachers and students may better understand the structure of standards and how they should be taught and assessed. Bloom's new taxonomy comprises two dimensions, one for

knowledge and one for cognitive process, according to Anderson and Krathwohl (2001). The knowledge dimension concentrates on different kinds of content as knowledge. Factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge are the categories in this dimension. How knowledge is used is the main emphasis of the cognitive processes component. Remembering, comprehending, applying, analyzing, evaluating, and producing are the categories in this dimension. Cognitive complexity, which ranges from low cognitive complexity in remembering to high cognitive complexity in generating, is the basis of this dimension. The exercises in the textbook have been analyzed in relation to various categories in Bloom's taxonomy, and certain categories have been depicted. Here, the study of exercises in relation to Bloom's updated taxonomy was shown in the following Figure:

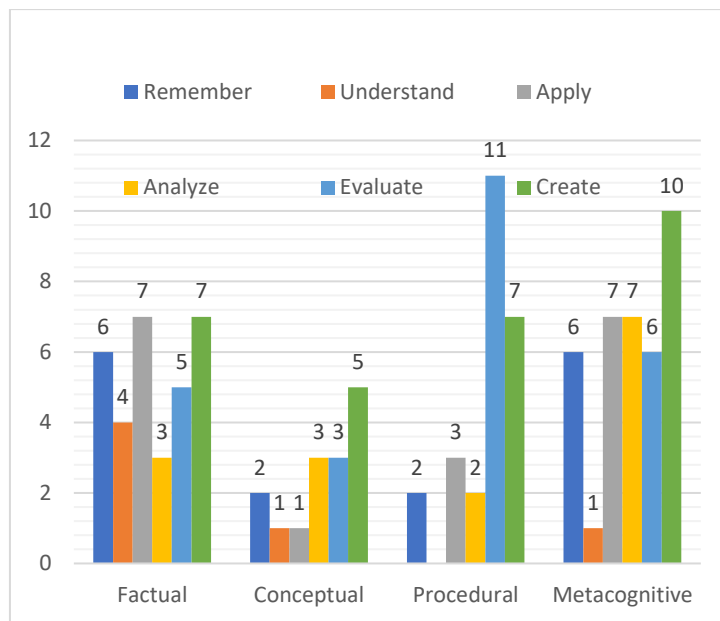


Figure 2. Evaluation of Textbook Exercises to Bloom’s revised taxonomy

Based on Figure 2, it could be seen that most of the exercises almost all cognitive process and knowledge dimensions were utilized by the exercises in *Bahasa Inggris* textbook. It could be concluded that most of the exercises are using the combination of cognitive process and knowledge dimension. From the findings, it could be also seen that most of the exercises were on the level of metacognitive knowledge dimension.

Evaluation Formative Assessment toward Merdeka Curriculum

A textbook is made based on the curriculum used in the teaching and learning process. The current curriculum used is *Merdeka* curriculum where the students are trained to develop their communicative competence in English with various multimodal texts. Moreover, the students are also taught to sharpen their intercultural competence between Indonesian and foreign cultural

perspectives. In addition, students are also forced to develop their self-confidence and critical and creative reasoning skills. *Bahasa Inggris* textbook was a textbook officially published by the Ministry of Education and Culture of Indonesia in 2022 based on *Merdeka* curriculum. This book was distributed to all schools based on its level and could be easily downloaded from the Ministry of Education and Culture website. Besides, it can also be downloaded online from official website of Ministry of Education

and Culture. Hence, the materials and exercises provided in the textbook must have been well planned by the experts.

On the other hand, *Merdeka* curriculum for senior or vocational high school was categorized into two phases: Phase E and F. However, Xth grade is categorized as E level which consists of six competences as their leaning objectives, such as listening, reading, viewing, speaking, writing, and presenting. Here is the table of learning objectives:

Table 1. Learning Objectives of *Merdeka* Curriculum for *Bahasa Inggris* SMA/SMK/MA Xth Grade

Skill	Description
Listening - Speaking	By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.
Reading – Viewing	By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author’s purposes and are developing simple inferential skills to help them understand implied information from the texts.
Writing – Presenting	By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/ daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

With regard to the learning activities as reflected from the learning objectives, the learning objectives were classified into three big categories such as listening and speaking, reading and viewing, and writing and presenting. Based on the analysis of the formative assessments in terms of exercises

provided within the *Bahasa Inggris* textbook, it was found that all exercises in each chapter have already been compatible with the learning objectives from the *Merdeka* curriculum.



Figure 3. Evaluation of Formative Assessments with Learning Objectives in Merdeka Curriculum

As shown by Figure 4.24, it could be seen that Learning Objectives from Merdeka curriculum which are used in determining the materials and assessments to the students was reflected well in the formative assessment given to the students in terms of exercises of the textbook. The figure also showed that all skills were assessed almost in equal portion independently, such as listening-speaking, reading-viewing and writing-presenting at 17, 18 and 19 times respectively representing that the assessments provide similar number of items in evaluating students' English skills. Meanwhile, in terms of skill combination, reading-viewing and writing-presenting was shown to have the highest occurrence at 25 exercises in assessing the students' development in learning English through the textbook. This number indicates that the textbook required students to read more and write more to improve their English skills. Moreover, the combination of all skills into one single exercise was also shown to have significant number as 14 times occurrences throughout the textbook.

Evaluation of Merdeka Curriculum toward Bloom's Revised Taxonomy

Using Bloom's Revised Taxonomy as a method to assess curricula is suitable. It serves as a guideline to assess how accurately the curriculum is able to evaluate students' output. According to Chung (1994), Lewy and Bathory (1994), and Postlethwaite (1994), the Bloom's Revised Taxonomy is a fundamental framework for classifying educational goals and developing curricula and materials globally. Also, the X grade learning objectives for vocational school were examined using Bloom's Revised Taxonomy. This was the conclusion reached after looking at Bloom's Revised Taxonomy. In order to determine how the components from the learning objectives of the *Merdeka* curriculum enable the elements of the Revised Bloom's taxonomy, the learning objectives in the Merdeka curriculum were studied based on those elements.

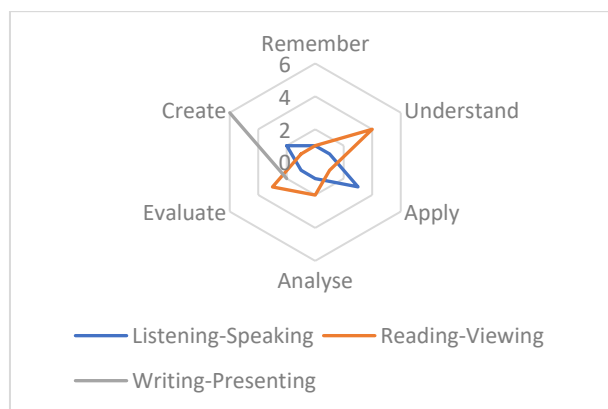


Figure 4. Analysis of Learning Objectives of Merdeka Curriculum toward Bloom's Revised Taxonomy

As shown by Figure 4, the elements of learning objectives from Merdeka curriculum have facilitated all the cognitive processes from Revised Bloom's taxonomy at least once. In terms of listening – speaking learning objective, this learning objective in these skills utilized more in applying cognitive process with only two aspects focusing on the creating cognitive skills. In fact, the other cognitive processes were found only once in listening – speaking learning objective. Meanwhile, in terms of reading – viewing learning objective, this learning objective in these skills used mostly understanding cognitive process, although there are also evaluating and analysing cognitive process utilized by this learning objective to assess the students' skill development during their study. In fact, other cognitive processes were also assessed in this learning objective such as remembering, applying and creating. Lastly, in terms of writing – presenting, this learning objective in these skills is mostly implementing the assessment highly based on creating cognitive process though there are also few items focusing on the evaluating cognitive process. This fact was quite plausible as the writing – presenting learning objective is purely asking the students to create something both oral and written text by means of English as a means of communication.

Discussion

A textbook is a book that is used in educational settings or other organizations and contains information that students require. The textbooks provide support for the content, teaching strategies, and learning activities that have a significant impact on each and every learning process in the classroom, according to Murcia (2001, p. 415). Also, the use of textbooks in the teaching and learning process is crucial for both teachers and students. In 2022, the Ministry of Education and Culture of Indonesia published an official book named Bahasa Inggris. In actuality, this book is available for download on the Ministry of Education and Culture's website. The Merdeka Curriculum was used as the fundamental basis for constructing the contents of this book. This book was created with the intention of improving students' intercultural and communication skills while utilizing English as a medium of communication. In terms of the Merdeka Curriculum's learning

purpose, this book offered experiences and learning materials to help the students meet their goals.

Based on the analysis of formative assessment in terms of exercises from Bahasa Inggris textbook toward the revised Bloom's taxonomy, there were some points that could be mentioned. The activities in exercises provided by the textbook have successfully facilitated the cognitive process and knowledge dimensions from revised Bloom's taxonomy. It was reflected on the analysis that showed that the exercises were arranged hierarchically following from the simple instruction to the complex instructions in each chapter of the textbook. In fact, most of the exercises in the beginning of each chapter started with remembering, understanding and applying. Thus, further exercises continued the activity by analysing, evaluating and creating. Moreover, the exercises in a whole has produced typical pattern in assessing the students' development in learning English which was found to be similar for the rest of the chapter. It was also found that not all knowledge dimensions were found in the formative assessment in terms of textbook exercises as four knowledge dimensions in Revised Bloom's taxonomy. This condition was in line with the learning objectives of *Merdeka* curriculum which emphasize on analyzing the student's development in six English competences, such as listening, speaking, reading, viewing, writing, and presenting. In addition, most of the exercises in the textbook belonged to Higher Order Thinking Skills (HOTS) as it was represented by the cognitive process level that were dominated by analysing, evaluating, and creating. Hence, the exercises provided in *Bahasa Inggris* textbook were compatible toward Bloom's revised taxonomy since this book was addressed for the Xth grade of SMA/SMK/MA in Indonesia.

With regard to the analysis of formative assessments in the form of exercises found within the *Bahasa Inggris: Work in Progress* textbook and the *Merdeka* Curriculum, the formative assessment as realized in the textbook exercises have already compatible with the Merdeka curriculum especially in fulfilling the learning objectives of Xth grade. As the textbook is designed for Xth throughout the semester, every chapter of the textbook has already consisted of assessments evaluating the student's listening, speaking, reading, viewing, writing, and presenting skills holistically. The language competence was assessed both independently based

on the learning objectives and combination of other language competence. In fact the assessments were also found to be integrated each other from the six English competences in evaluating the students' learning outcomes in the form of one learning assessment. These findings confirmed that the formative assessment designed by the writer of the *Bahasa Inggris: Work in Progress* has already met the criteria of learning objectives in the Merdeka curriculum especially for the Xth grade of senior high school.

With regard to the evaluation of the *Merdeka* Curriculum toward revised Bloom's taxonomy, the finding confirmed that cognitive process and knowledge dimensions of Revised Bloom's taxonomy were reflected in all language competences from the learning objectives stated in Merdeka curriculum for Xth grade of senior high school. As the learning objectives become the crucial elements in realizing Merdeka curriculum, the English subject covering the listening, speaking, reading, viewing, writing, and presenting have to be facilitated within the textbook as the formative assessment in monitoring students' development. As the learning objectives were classified into six language competence, the finding also pointed out that each learning objective has certain tendency of cognitive process. For instance, the listening – speaking learning objective tends to focus on applying the language skills in form of responding and interacting with the other students and creating certain dialogue. In terms of reading – viewing learning objective tend to focus on the understanding and evaluating text. Meanwhile, in terms of writing – presenting, the tendency of cognitive process was in evaluating and producing text and presenting their work either in front of the class or on the internet.

There are a few things that might be emphasized as the originality of this study as compared to earlier investigations. According to Jahangard (2007), Rukmini (2009), and Pahlevi & Warsono (2018), a textbook should elaborate on visuals to highlight the cultural background of the pupils. In light of these studies, the Bahasa Indonesia textbook has included the students' cultural context as well as the visuals in the book. For instance, this book highlighted the stories of Indonesian athletes like Anthony Sinisuka Ginting and Aries Susanti Rahayu. As a result, this textbook

has already made an effort to aid students in understanding the content by including cultural context and imagery that are pertinent to the subject matter. According to Kanina (2016) and Rynanta & Ruslan, this textbook has also satisfied a number of criteria, including language proficiency, themes, designs, organization, adequacy, and cultural considerations, and so qualifies as an excellent book (2012). Also, this book incorporates Rindawati, et al recommendation 's that students participate actively in the learning process in order to increase their competency (2015). The learning materials presented in the textbook have been provided ideally following the content based on BSNP as standard framework of materials, according to research by Pratama & Rohmatillah (2017), Azhar (2017), Fuyudlorochmaniyyah (2015), and Akbar (2016). As such, this textbook has fulfilled the compatibility toward Merdeka Curriculum. Also, according to Rukmini & Saputri (2016) and Ebadi & Hasan, this textbook has provided the necessary assessment based on the Merdeka curriculum and the knowledge and abilities to be examined (2016). Moreover, the textbook's compliance with the updated Bloom taxonomy has been successfully attained. This is consistent with statements made by Ari (2014), Parsaei (2017), Bumen (2007), and Hisham (2017). The contents and assessments were given in high level thinking schemes since this book is aimed at students in vocational high schools.

The elements recommended by Anshar (2014) and Anjaneyulu (2014) have not yet been included in this textbook, and it has not yet given teachers any support tools for listening exercises that would minimize students' exposure to language. This may lead to the conclusion reached by Alemi & Sadehvandi (2012), Wen-Cheng, Chien-Hung & Chung-Chieh (2011), Gholaminia Tabari (2013), Aliakbari & Gheitasi (2014), Rezaee, Kouhpaenejad & Mohammadi (2013), and Rahimi & Hassani (2012) that the language skills taught in the textbook will have an impact on students' attitudes. In addition, the textbook needs to be simple as it would be suitable for learning (Rohimjaya et al., 2022).

CONCLUSION

The formative assessments in the form of exercises provided by the textbook have successfully

facilitated the cognitive process and knowledge dimensions from revised Bloom's taxonomy. It was reflected on the analysis that showed that the exercises were arranged hierarchically following from the simple instruction to the complex instructions in each chapter of the textbook. In fact, most of the exercises in the beginning of each chapter started with remembering, understanding, and applying.

The formative assessment as realized in the textbook exercises have already compatible with the Merdeka curriculum especially in fulfilling the learning objectives of Xth grade. As the textbook is designed for Xth throughout the semester, every chapter of the textbook has already consisted of assessments evaluating the student's listening, speaking, reading, viewing, writing, and presenting skills holistically. Regarding the evaluation of the Merdeka Curriculum toward revised Bloom's taxonomy, the finding confirmed that cognitive process and knowledge dimensions of Revised Bloom's taxonomy were reflected in all language competences from the learning objectives stated in Merdeka curriculum for Xth grade of senior high school. As the learning objectives become the crucial elements in realizing Merdeka curriculum, the English subject covering the listening, speaking, reading, viewing, writing, and presenting have to be facilitated within the textbook as the formative assessment in monitoring students' development. In addition, it is advised that English instructors maintain or increase their high standards of proficiency in the subject matter since a good textbook is insufficient without a strong instructor.

REFERENCES

- Maryono, G. D., & Emilia, E. (2022). An analysis of International Baccalaureate – English Language Curriculum for Middle Year Program. *PAROLE: Journal of Linguistics and Education*, 12(1), 69–80. <https://doi.org/10.14710/parole.v12i1.69-80>
- Rohimjaya, N. A., Hartono, R., Yuliasri, I., & Fitriati, S. W. (2022). Need Analysis of English Ebook Based on Merdeka Curriculum for Indonesian Senior High School Students. *Technology*, 1033–1038. <https://proceeding.unnes.ac.id/index.php/set>
- Azhar, K. (2017). Human Agency in a Curriculum: an Analysis of an Indonesia's 2013 Curriculum for Primary Level. Thesis. Department of Teacher Education: University of Tampere.
- Bumen, N. (2007). Effects on the Original versus Revised Bloom's Taxonomy on Lesson Planning Skills: A Turkish Study among Pre-Service Teachers. *Review of Education* (2007) 53: 439-455. Retrieved from <http://doi.10.1007/s11159-007-9052-1>
- Cunningsworth, A. (1995). Choosing your coursebook. Oxford: Heinemann.
- Ebadi, S & Hasan, I. (2016). A Critical Analysis of Tasks in EFL Textbook: A Case Study of Sunrise 12. *English for Specific Purposes World Issue* 49, v.17, 2016.
- Fuyudloturromaniyyah, N. (2010). A Textbook Analysis: An In-Depth Analysis of Activities in Scientific Approach's Perspective in An EFL Textbook for Seventh Grade. *Journal of English and Education* 2015, 3 (2), 51-64.
- Hisham, M et al. (2017). Meta-Analysis of Teacher Issues on Higher Order Thinking Skills in Malaysia. *World Applied Sciences Journal* 35 (12): 2520-2523, 2017. <http://doi.10.5829/idosi.wasj.2017.2520.2523>
- Jahangard, A. (2007). The Evaluation of the EFL Materials Taught at Iranian Public High Schools (Karen's Linguistics Issues).
- Kanina, I. (2016). An Evaluation of Reading Materials in English in Focus Textbook for Seventh Grade Students in One of Junior High Schools in Bandung. *Journal of English and Education* 2016, 4(1), 39-50.
- Kemdikbud. (2022). Keputusan kepala badan standar, kurikulum, dan asesmen pendidikan kementerian pendidikan, kebudayaan, riset, dan teknologi nomor 008/h/kr/2022 tentang capaian pembelajaran pada pendidikan anak usia dini, jenjang pendidikan dasar, dan jenjang pendidikan menengah.
- Nasstrom, G. (2009). Interpretation of Standards with Bloom's Revised Taxonomy: A Comparison of Teachers and Assessment Experts. *International Journal of Reserach & Method in Education* Vol.32, No.1, April 2009, 39-51.
- Pahlevi, SRA & Warsono. (2018). The Ideational Meaning of Text and Image Relation in

- Bahasa Inggris for Tenth Graders. English Educational Journal EEJ 8 (3) (2018) 317-323.
- Parsaei. (2017). Learning Objectives in ESP Books Based on Bloom's Revised Taxonomy. Beyond Words Vol.5, No.1, May 2017.
- Pratama, D & Rohmatillah. (2017). An Analysis of Textbook Entitled "Pathway to English" Published by Erlangga at the First Semester of the 11th Grade of Senior High School. English Education: *Jurnal Tadris Bahasa Inggris* Vol 10 (2), 2017, 326 – 343.
- Rohimajaya, N. A, et al. (2022). Need analysis of English ebook based on merdeka curriculum for Indonesian senior high school students. *International Conference on Science, Education and Technology 8 (2022)*.
- Wan-jane, H., & Yu-Chih Doris, S. (2009). An Evaluation of Junior High School English Textbooks in Taiwan. Thesis. College of Foreign Languages & Literatures (Fu Jen Ta Hsueh): Fu Jen University.