

**CURRICULAR ALIGNMENT IN ENGLISH SENIOR HIGH SCHOOL
TEACHERS' LESSON PLANS IN TERMS OF BLOOM'S REVISED
TAXONOMY OF COGNITIVE DOMAIN**



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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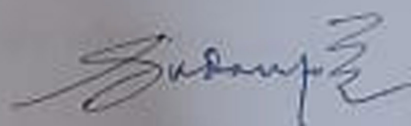
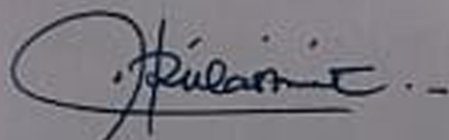
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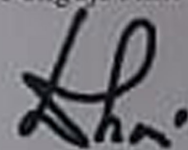
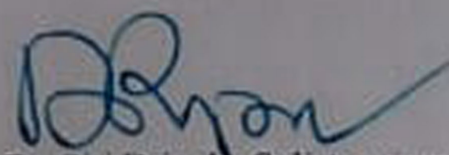


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ABSTRACT

Sakar Aji Ayu Wardhani. 2022. *Curricular alignment in English Senior High School Teachers' Lesson Plans in Terms of Bloom's Revised Taxonomy of Cognitive Domain.* A Skripsi. Jakarta: English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta

This study aims at obtaining a profile of curricular alignment in English high school teachers' lesson plans. The lesson plans were written by SMAN 61 Jakarta English teachers. This study used deductive content analysis as a method the study. The data of the study includes 25 Intended Learning Outcomes statements, 112 units of Instructional Activities, and 20 units of Assessment Tasks within the Cognitive Domain of Bloom's Revised Taxonomy. Anderson and Krathwohl's BRT table (2001) were used to analyze the data. The results signify that overall ILOs are distributed on the level of ILOs are distributed on the level of B2 (Understanding, Conceptual Knowledge) with 32%, IAs are distributed on the level of A1 (Remember, Factual Knowledge) with 27%, and ATs are distributed on the level of B2 (Understanding, Conceptual Knowledge) with 25%. In the curricular alignment of 3 lesson plans were found 100 % slightly aligned. The result showed that the alignment in teachers' lesson plans is still low and not in line with one of the mandatory sub-pedagogic competencies which is "planning the instruction systematically).

Keywords: *Curricular Alignment, Intended Learning Outcomes, Instructional Activities, and Assessment Tasks, Lesson Plans, Bloom's Revised Taxonomy, Teachers' pedagogic competence*

ABSTRAK

Sekar Aji Ayu Wardhani. 2022. *Penyelarasan Kurikulum dalam RPP Guru Bahasa Inggris SMA dalam hal Taksonomi Domain Kognitif Bloom yang direvisi.* Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta

Penelitian ini bertujuan untuk memperoleh profil keselarasan instruksional dalam Rencana Pelaksanaan Pembelajaran (RPP) guru. Rencana Pelaksanaan Pembelajaran ini diperoleh dari guru Bahasa Inggris SMAN 61 Jakarta. Penelitian Kualitatif ini menggunakan analisis deduktif sebagai metode penelitian. Data terdiri dari 25 pernyataan indikator pencapaian kompetensi, 112 unit kegiatan pembelajaran dan 20 tugas penilaian dalam jangkauan kognitif Taksonomi Bloom. Tabel BRT dari Anderson dan Kratwohl (2001) diterapkan untuk menjawab pertanyaan penelitian. Hasil penelitian menunjukkan bahwa keseluruhan capaian kompetensi siswa dideskripsikan pada level B2 (Memahami, Pengetahuan Konseptual) dengan 32%, kegiatan pembelajaran dideskripsikan pada A1 (Mengingat, Pengetahuan Faktual) dengan 27% dan tugas penilaian dideskripsikan pada B2 (Memahami, Pengetahuan Konseptual) dengan 25%. Sementara itu, keselarasan instruksi dalam 3 RPP ditemukan 100% keselarasan sebagian. Hasil penelitian ini menunjukkan bahwa keselarasan dalam RPP guru masih rendah, dibuktikan dengan ketidaksejalannya dengan salah satu sub kompetensi pedagogik yang wajib dimiliki oleh setiap guru yaitu “merencanakan pembelajaran secara sistematis” sebagai dasar dalam pembelajaran.

Kata Kunci: *Keselarasan Instruksional, Indikator Capaian Kompetensi, Kegiatan Pembelajaran, Tugas Penilaian, Rencana Pelaksanaan Pembelajaran, Revisi Taksonomi Bloom, Kompetensi Pedagogik Guru*

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Jakarta, 14 April 2022

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