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The Cognitive, Affective, and Psychomotor Curriculum

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Abstract

This research is focus to analyze teachers in implementing three domains that is cognitive, affective, and psychomotor that suggested by Bloom. Then problems that feced by teachers in implementing these three domian in teaching and learning process. this is qualitative research in case study approach. Data of this research were get from observation and interview three teachers whose teach English subject in Senior high school 5 Padang. Base on data that researcher have got, researcher found that: first teachers are not well prepare lesson plan. This is seen in cognitive domain (36.6%) then affective (27.6%) and psychomotor (35.7%). In general from percentage above, result of education still not maximal. Second, there are three problems that faced by teachers in teaching and learning proces, they are: (i) limit of time implementing three domain, (ii) ability of each students in english subject and (iii) limitation of teachers in understanding in implementing this currriculum because of lack training.

INTRODUCTION

In Indonesia has several changes of curriculum, this is made to solve problem of low quality and improve educational system (Prihantoro, 2014). According to curriculum and material developmen in English teaching, Indonesia has alreaddy implementedd nine curricula known as the 1950 curriculum, 1958, 1962, 1968, 1975, 1984, 1994, 2004 and 2006 (Indrawati, 2018). Since curriculum KTSP 2006 or known as School-Based Curriculum has been applied, problem arise while changing curriculum, teachers seem to stuck on previews curriculum in which he started to teach at school (Putra, 2014). Others have difficulties in applying the teaching approaches. In this condition, cognitive, affective, and psychomotor are not stimulate well.

Learning activities conducted in the classroom occurred interestingly, but the main problem was the limited time allotment in presenting materials, several teachers had the lack of knowledge of KTSP, several teachers had limited ability in operating media and had closed minded; they denied the changes in education system and use a 'old version' of curriculum and several teachers concerned with cognitive aspect only (Gillies & Boyle, 2010; Wood et al., 2012). Yoshida (2014) mark of the difficulties in implementation of KTSP

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on the teacher sight. Her research explained that teachers have not been ready to develop their own school's curriculum because of their lack of understanding and training on KTSP. Curriculum is generally formed of the various educational elements and activities taken place in an educational system (Priestley et al., 2012). In all those, lesson plan is one of important things in a curriculum. In a lesson plan include all plans that part of the curriculum and a major tool of instruction and teaching generally for all the subjects including the language teaching (Graves, 2009; Richards, 2013).

According to Peter in his book entitled "Developing the Curriculum" (1992) he explained about some views in defining the curriculum. Practically, the curriculum consists of the number of teaching plan in written form of varying scope that delineates the desired learning experiences (Harris et al., 2009; Arafeh, 2016). Therefore, the curriculum may be unit of teaching, a sequence of courses. The school entire program of studies and may take place outside of class or school when directed by the personnel of the school. It can be concluded that curriculum is a set plan of teaching learning process, which is consisted of teaching materials, lesson plan, learning experiences, the aimed and also the specific objectives that are planned and applied in order to achieve the certain educational goal (Lee & Luft, 2008; Harris & Hofer, 2011). To get the aim of teaching and learning process, curriculum is needed.

Curriculum definition can be seen from some point of view it is as a product, as a planning, and as a process. The first curriculum as product or set items to be taught (Hidayat et al., 2018; Suryadi & Mansur, 2017). At the second, curriculum is seen as the sequence of planning materials for teaching students by teachers. Finally that curriculum as a process for deriving materials it could be tranfer from teacher to students. Base on Plan or program for all experiences which is the learner encounters under the direction of a school" (David &Ryan 2010). Education Unit Level Curriculum (KTSP) or school based curriculum is defined as an operational curriculum arranged and applied by each education unit. It is develop according to education unit, local potency, social and culture, and learners. School is lisenced to arrage its own curriculum that is suitable to the needs and conditions of their school and learners (Bantwini, 2010).

On the other hand, some reasons that curriculum cannot be implementend smoothly. Some of them are lack of teachers, facility, time, ability of students. In Indonesia is called Education Unit Level Curriculum (KTSP) (Arianto et al., 2018). According to Pawero (2018) "KTSP is the operational curriculum which developed by local government and educational unit". It can be developed and implemented by the local government and the school in condition of each school. Howley et al (2013) defines that "KTSP is a concept of curriculum emphasized on capability development (competency) to conduct the tasks through certain performance, so the students can understand a set of certain competency". KTSP is the development of the curriculum 2004 (competency based curriculum) is operational curriculum arranged and implemented by every educational unit or school (Akhsanulkhaq, 2018; Short et al., 2011).

A lesson plan is one of main things in this curriculum. On the other hand only small amount of teachers prepare a lesson plan before teaching (Hollins, 2011). Furthermore, sometimes lesson plan not be a base in teaching and learning process, or only to fill their obligation as administrative in certification (Day & Smethem, 2009). If the situation would continue, the quality of education that be done by teachers would be hard get good output School based curriculum required the teachers to be professional in

implementing the curriculum to ensure that the students achieve high standard of learning competencies (Widiastuti, 2013).

According to (Pawero, 2018) "Some preparation before teaching and learning they are: prepare the subject, local material, self-development, time schedule, criteria of mastery learning, criteria of assessment and graduate, life skill education, and local global education based". It is clear that prepare leson plan is important as guidance for teacher in the classroom. So the teacher more objectives in teaching and learning process. A plan is an important thing that should be concern in implementation of KTSP. This is one thing relate to quality of education in general right now or in the future. Barkhuizen (2008) mentions that "Preparing syllabus and lesson plan should be provided for each course offered in the program with information on the course, aims and objectives, recommended materials and methods, suggested learning activities and procedures assessments.

Teachers need good materials to teach from either in the form of commercial textbook or institutionally prepared materials (Hofman & Kilimo, 2014; Engkizar et al., 2018; Hidayat et al., 2018). Preparing materials provide the basis for the content of lessons, the balance of skills taught, and kinds of language practice students take part in (García & Sylvan, 2011). Generally, a lesson plan is a set of plan describing the procedure and learning management in conducting the learning process. The components of lesson plan are competency standard, basic competency, instructional objectives, teaching materials, methods, the steps of learning conducted, the sources of learning and the technique of evaluation (Noh et al., 2014; Slavich & Zimbardo, 2012).

Lesson plan is one of the most important things that must prepare before teaching. Since lesson plan have always been the main thing before teaching and learning process begin. Teachers should prepare it and pay attention to material and topic include the activity in side. Teachers should consider about three domains that must be written in a lesson plan (Voogt et al., 2013). Seeing the important of lesson plan and three domains inside teacher should pay attention to this lesson plan. This plan make in order students could able in using their skills. Different kinds of skills developing exercises can improve the language learning of the students (Ahmadi, 2018). It is because language learning requires all kinds of skills and senses including cognitive, affective and motor skills that teacher have planned. The teacher also prepared herself before teaching by using systematic lesson plan (Ozogul & Sullivan, 2009).

Three domains or known by taxonomy is important in teaching learning process, those are written in lesson plan. This is hoped build up students' knowledge, motivation and active in teaching and learning process. Many teachers not consider about these domains and taxonomy. Bloom taxonomy focus to make a merge among cognitive, affective, and psychomotor elements to make students active in teaching and learning process. Teachers could fill these domains by make some questions and write some task in teaching and learning process (Yusnita et al., 2018; Zafirah et al., 2018).

Each domain has different function that could not change or replace by other domains. These domains should stimulate in order the students to use their logic and knowledge, feel and their movement in teaching and learning process (Ramli et al., 2017; Skaalvik & Skaalvik, 2017; Mahoney & Hall, 2020). While studying is processing, these domains will help the students to know their ability. By knowing their students'ability or strength, teacherss will be easier to transfer knowledge. They know something by experience, then they understand the lesson. By knowing each characteristic of students, teacher

would know the way to teach by applying these domains.

In addition, even within the cognitive domain much more attention is paid to the lower half of the domain(remembering, understating, and applying) than it is to the argue more important upper half (analysing, evaluating, and creating) (Shen & Yodkhumlue, 2012). This problem stems largely from therelative ease with which the skills encompassed in the lower half can be taught and testedwithin most fields or disciplines. Teaching and assessing the cognitive skills required foranalysis, evaluation, and creation takes more time and effort.

Accodring to there are three main domains of learning and all teachers should know about them and use them to construct lessons. These domains are cognitive (thinking), affective (emotion/feeling), and psychomotor (physical/kinesthetic) (Abrahams & Millar, 2008). Each domain on this page has a taxonomy associated with it. Taxonomy is simply a word for a classification. All of the taxonomies below are arranged so that they proceed from the simplest to more complex levels (Trianingsih, 2016). The ones discussed here are usually attributed to their primary author, even though the actual development may have had many authors in its formal, complete citation (Bass et al., 2009).

"Bloom's taxonomy can help teachers to bring to mind the wide range of important learning objectives and thinking skills to avoid narrowly focusing on some lower level objectives only" (Kankam et al, 2014). In addition Wijaya (2018) state that "From Emerging Perspectives on Learning, Teaching and Technology taxonomy is always helpful in all contexts**.** By neutrality means impartiality with respect to source, like educational unit, or philosophy and relative worth of goal and not with respect to the concept of educational objectives". "The six levels of Bloom's taxonomymotivate educators to focus on all three domains and create amore comprehensive form of education.

Bloom's taxonomy of educational objectives is intended to be used as a guide to make unit objectives" (Turja et al., 2009). It should be emphasized however teachers usually test the knowledge of the students based on the Blooms learning domains. The hierarchy of learning behaviours was categorized into three interested and overlapping learning domains. These are: a) Cognitive: understanding, facts, mental skills (knowledge), b) Affective: growth in feelings or emotional areas (attitude) and c) Psychomotor: manual or physical skills (skills) (Damri et al., 2017; Turja et al., 2009). In this research the researcher is focus on lesson plan that consist of three domains that suggeted by Bloom and prepared by teachers in this curriculum.

METHODS

This research was qualitative research in case study approach (Wright et al., 2010; Cresswell et al., 2011; Martell, 2017). Qualitative research is a research that investigates the quality of realtionship, activities, situations, or materials in particular activity or situation (Politano & Chiarello, 2015). The source of data qualitative research is a research relying primarily on the collection on qualitative data for example words and pictures. While stare that Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Perveen, 2016; Ramdani et al., 2018). The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of

looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Agusti et al., 2018).

RESULT AND DISCUSSION

The data from observation would describe in teaching and learning process in classroom it could be seen the ways of teachers were apply the three domains that they have prepare. Then some problems that face by the teachers to implement the lesson plan that they have prepared. This is cause by they did not prepare it actually, teachers focus on target or aim of the lesson plan not seeing the process in classroom. In addition teachers not stimulate well each domains. Base on lesson plan that teacher prepare, the researcher would groupped into three domains cognitive, affective, and psychomotor. They are have been classify into Bloom's taxonomy.

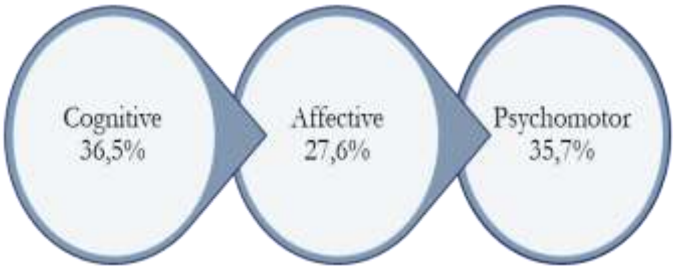

Fig. 1 Description of Blom Taxonomy Implementation by the Teacher in the Learning Plan

Through final research study it was found that the cognitive domain of the Bloom's Taxonomy exists with almost all the sub-categories/levels in the lesson plan that prepared by teacher, cognitive is one hundred twenty two or forty five point eighty six percent (Tamir, 2016). While affective ninety one items or thirty four point twenty one percent eight percent in lesson plan. Then psychomotor domain is fifty three items or nineteen point ninety two. Seeing theory, it could be accepted because all of domains good in written in a lesson plan. Question asked to the informant are *which domains dominate in your teaching and learning process?* This question was stated by an informant as excerpts from the below:

> *..I think dominated by cognitive, because it as curriculum ask to do. Students of senior high school must know much, one of the ways is build up their abilities, ... most having playing it role in teaching and learning process is cognitive. This domain asks students to use their intelegancy to comprehend materials..., cognitive is the most I used. This domain is a way to build up stduents' abilities. This domain could be score objectively... (I-1).*

Cognitive aspect is most dominant in teaching and learning process. Seeing the data, the researcher try to find the reason why does teachers are press or stimulate only in one domain (Greene & Yu, 2014). Some reasons are it easily to be check and scoring. It is logic because it could be counted and easily to be found. While two others are little bit difference because its' relate to feeling. Then in this aspect the students are study and remember things that they have to study (Zhang et al., 2018). Students just stimulate well in cognitive domain. The most of level in this domain that stimulate are remember and apply (Shen & Yodkhumlue, 2012).

Remember the last topic then relationship of topic to others and try to apply it in text book or exercises. Teachers are rare to ask students to create something about the topic that they have to study (Kohli & Solórzano, 2012; Noddings, 2012).Seeing the data, the researcher try to find the reason why does

teachers are much stimulate only in one domain (Osborne et al., 2013; Schoenfeld, 2014). Some reasons are it easily to be check and scoring. It is logic because it could be counted and easily to be found. While two others are little bit difference because its' relate to feeling. Then in this aspect the students are study and remember things that they have to study. Students just stimulate well in cognitive domain.

The most of level in this domain that stimulate are remember and apply. Remember the last topic then relationship of topic to others and try to apply it in text book or exercises. Teachers are rare to ask students to create something about the topic that they have to study.Eventhough cognitive are stimulate well, but not all of level of this domain are stimulate well too (La Rue, 2010; Coffman et al., 2014).

Only in certain level that teachers are focus on it. So, some reasons that students' english is not improve this reason is could be an answer. The other is activities in classroom just focus on text book. Teachers are not trying others way to do activity. Every time study english just the same method, make bore. Sometimes teachers are write down on lesson plan but did not do it. From interview, the researcher found that In teaching and learning process.

teachers should know problem in technical that they faced to, according to Ismail (2018) are: first, how to manage classroom. Second, how to manage students. Third, how to manage activity in teaching and learning process. Forth, how to manage the content of activity. Finally, how to manage source of study. Manage classroom, teacher have important role in teaching and learning process. Question asked to the informant are *do you know cognitive, affective, and pyschomotor domain?* This question was stated by informants 1, 2 & 3 as excerpts from the below:

> *... yes I know all of three domains and I try go with lesson plan. This is would be easier to check and control. In lesson plan all of them are in details... (I-1). ... yes, all of three domains are useful in teaching and learning process, but once again I said that not all of them are could be done as plan because some reasons, one of them is differences of students' ability... (I-2). ... the basic of three domains I have done in teaching nad learning process. eventhough I just focus on exercises. For example cognitive, in explain material to the students. Then students' attitude toward me as their teacher and others teachers. Last psychomotor is movement, usually from dialogue or speaking... (I-3).*

They have power to manage their students in order to get or reach the goal of curriculum (Meyers & Nulty, 2009; Au, 2011). They could manage the place to sit for students and the way to teach, in order each student would understand the lesson. Then managing students is other power of teachers in classroom because they have decision to students to make project or group that base on their way (Bers et al., 2014). This relate to manage activity should be done in classroom. Each student has different ability that should do the task, weather in group or individual.

In this step it could be seen develop of each student. It is hope that student get improvement in English subject . Lesson plan is a reflection of the activity would be done by teachers in teaching and learning process (Arani et al., 2010). It gives easiest for students to study and how to do it. That is the importance of a lesson plan. By using a lesson plan, teacher would know discipl ine. Question asked to the informant are *is that lesson plan related to process and learning process in classroom?* This question was stated by informants 1, 2 & 3 as excerpts from the below:

> *… yes of course it relate strongly because I have plan it before in lesson plan. So in classroom I just follow the plan. All of activities in classroom, I relate it to lesson*

plan... (I-1), ... it just sometimes... (I-2), ... the most important things is I explain material and students comprehend it. It could be seen from result of students' study... (I-3).

Relate to manage activity should be done in classroom. Each student has different ability that should do the task, weather in group or individual. In this step it could be seen develop of each student. It is hope that student get improvement in English subject. Lesson plan is a reflection of the activity would be done by teachers in teaching and learning process. It gives easiest for students to study and how to do it. That is the importance of a lesson plan. By using a lesson plan, teacher would know discipline.

The result of this study were in line with some researchers' findings such as (Goldberg, 1968). Most instruction in higher education is focused on the cognitive domain rather than the affective or psychomotor domains. Like Sperber, researcher found the same, that is teachers are focus on cognitive domain. This is because it easily to be checked and marked. On the other hand, the others domains are just base on teachers opinion (Howley et al., 2013). The cognitive domain is concerned with thinking, the affective with valuing, the psychomotor with skilled behaviour, and the conative domain is associated with action.

It is clear that while anindividual may possess the cognitive capacity, affective values, and physical skills toperform a given task, whether he or she possesses the will, desire, drive, level of effort,mental energy, intention, striving, and self-determination to actually perform at thehighest standards possible remains an unanswered question. Based on the analysis of each domain in teaching and learning process, many teachers are focuses on cognitive. This is because they can see the development of students in scoring test.

The conative domain focuses on conation or the act of striving to perform at the highest levels. With little exceptions,the literature on higher education teaching, learning, and assessment is not informed by consideration of the conative domain. Ironically, the roots of conation can be traced allthe way back to Aristotle who used the Greek word 'orexis' to signify striving, desire, or the conative state of mind Evridiki et al., (2008) contrasted the cognitive, affective, and conative. There are some problems that faced by teachers in implementing KTSP.

First, Summery difficulty in implementation of cognitive, affective, and psychomotor domains, teachers having some problems. First, the insufficient number of media and instructional aids to support the implementation of KTSP (Harsono & Hastuti, 2017; Hambali & Yulianti, 2018). Second, teachers do not sufficiently and thoroughly understand KTSP. Third, insufficient numbers of workshops, guidance, and reference in developing KTSP. Fourth, insufficient time allocation and students' study load. Next, too many variations of materials given by trainers in KTSP training.

CONCLUSION

The result of this study first, most teachers were focused on the cognitive domain rather than the affective or psychomotor domains. Researcher found the same, it was teachers were focus on cognitive domain. This is because it easily to be checked and marked. On the other hand, the others domains are just base on teachers opinion. Second, The cognitive domain is concerned with thinking, the affective with valuing, the psychomotor with skilled behaviour, and the conative domain is associated with action. all of psychomotor activities are happen in classroom like reading,

writing, dialogue, ask and answer question, etc. By knowing these domains, hoped teachers easily to measure the composition of each domain. It is clear that while an individual may possess the cognitive capacity, affective values, and physical skills to perform a given task, whether he or she possesses the will, desire, drive, level of effort,mental energy, intention, striving, and self-determination to actually perform at the highest standards possible remains an unanswered question.

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