

The Need for Cognitive Domain in Islamic Education Subjects

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Abstract

The article explores the importance of the cognitive domain in Islamic education subjects. It examines the use of Bloom's taxonomy as a framework for setting objectives and assessments in education. While Bloom's taxonomy is widely utilized in various educational systems, including Islamic countries like Malaysia, the article argues that it may not fully align with the goals of Islamic education. The cognitive domain, along with its components, is thoroughly discussed, as well as the affective and psychomotor domains. The article proposes a revised version of Bloom's taxonomy specifically tailored to the cognitive domain in Islamic education. This revised taxonomy aims to incorporate Islamic values and principles into the learning process, ensuring that students develop a holistic understanding of their faith. By emphasizing the cognitive domain, the article highlights the significance of critical thinking, analysis, and synthesis in Islamic education, enabling students to apply their knowledge in real-life situations and contribute positively to society.

Keyword: Bloom's Taxonomy, Cognitive Domain, Islamic Education

Introduction

Bloom's taxonomy is usually associated with aspects of teaching and learning. This coincides with the taxonomy's function of providing a useful framework for the development of objectives that accurately reflect the level of learning. The word taxonomy is taken from the Greek "tassein", meaning "to classify," and "nomos", meaning "rule" (Purcell, 2018; Retno Utari et al., 2011). A taxonomy for education usually starts with a basic level and progresses to a more complex one. Linn and Gronlund (2000) stated that taxonomies are useful in the

development of learning objectives. The use of taxonomy in education is widely used for setting objectives in a curriculum and for assessment (Howard, 2007).

As a matter of fact, almost all education systems in the world, including those in Islamic countries, use Bloom's taxonomy, although there are still many other taxonomies that have been developed, such as Marzano's Taxonomy, Solo's Taxonomy, Dave's Taxonomy, and others. Most educational researchers agree that the taxonomic categories developed by Bloom are very useful as a guide that underlies education. This is because the theory developed by Bloom (1964) aims to ease the difficulty of teaching staff and overcome the problem of not having an accurate frame of reference for the implementation of assessment in education.

In Malaysia, basic education in this country indeed applies the three domains contained in Bloom's theory, namely the cognitive domain, the affective domain, and the psychomotor domain. These three domains are seen to be relevant and complement each other in an effort to achieve the national education objectives. According to Wan Ali Akbar Wan Abdullah et al. (2020), the Malaysian Ministry of Education (MoE) has adapted Bloom's hierarchy of thought in the national education system and used it as a framework in curriculum, textbooks, and assessment. Most of our country's educational goals at the school, education institute, and university level emphasise the concept of measuring, testing, interpreting, and evaluating students. In this context, exams are usually used to determine the competence of students' knowledge and skills after they have learned the content of the subject.

In general, Bloom's taxonomy is a tool that teachers can use to help their students learn more about critical thinking. This theory is helpful because it has organised the different levels of thinking, and by having a list of questions related to each level, teachers can help their students learn to think more deeply about their thinking. However, at Bloom's taxonomy level, there is some disagreement about the meaning of the terms at the "analysis" and the "evaluation" levels, but most researchers agree that it is an important activity. However, some valuable activities, such as solving problems and evaluating what one has learned, cannot be easily classified using only Bloom's Taxonomy (Seyyed Mohammad Ali Soozandehfar & Mohammad Reza Adeli, 2017).

Some educators think that all activities do not necessarily have to go in a certain order. This is because the learning process can start at any level and depends on the creativity of each person (Retno Utari et al., 2011). Similarly, from the point of view of the context of Islamic education, which has a variety of fields, among them Quran recitation, *Hadith*, *Aqidah*, *Ibadah*, Islamic Ethics, *Sirah*, and Civilization. These different fields of education will surely use different approaches. The approach of the three existing domains, in the researcher's view, has yet to meet the entire demands of Islamic education goals.

In particular, the objective of this study is to discuss the need for the cognitive domain according to the Islamic perspective.

Literature Review

Bloom's Taxonomy

Bloom's taxonomy was developed by Benjamin Bloom, a pedagogue who chaired the committee of educators that created this classification system. In addition, he is the editor of the first book of the manual system, called "Taxonomy of Educational Objectives: Classification of Educational Goals." In general, Bloom's taxonomic hierarchy means a hierarchical classification based on principles or rules. Bloom's Taxonomy (1956) by Bloom,

Englehart, Furst, Hill, and Krathwohl defines Bloom's taxonomy as a set of classifications arranged and adapted on a consistent basis. In addition, it is also a system of classification of educational objectives that are defined as accurately as possible and arranged from simple to more complex concepts. This arrangement is meant to ease the task of determining the level of student mastery.

As mentioned before, Bloom's taxonomy is defined as a set of classifications arranged and adapted on a consistent basis. It is also a system for classifying educational objectives that are defined as accurately as possible and arranged from simple to complex concepts. In education, a taxonomy has been developed to classify the goals and outcomes of education (Norhazizi Lebai Long & Ramlee Mustapha, 2019). According to Bloom (1956), the taxonomy of education is divided into three main domains, namely the cognitive, affective, and psychomotor domains (Wayne, 2014). Each domain can be broken down into a number of categories and sub-categories that are successive or have various hierarchies (levels). The purpose of taxonomic behaviour in education is to classify educational objectives so that the objectives can be arranged sequentially; the basic level must be mastered before moving on to the next level (Adams, 2015; Huitt, 2011).

The development of Bloom's taxonomy contains three main components, which are the cognitive domain, the affective domain, and the psychomotor domain. A set of three hierarchical components is used to classify different learning objectives according to their complexity and specificity. The cognitive domain is classified into six components, namely knowledge, understanding, application, analysis, synthesis, and evaluation. These six components are arranged in a hierarchy from easiest to hardest. Overall, the objective of the cognitive domain is an objective that focuses on aspects of thinking that involve reason. Next, the affective domain focuses on feelings or emotions, interests, attitudes, appreciation, and values. While the objective of the psychomotor domain emphasises muscle skills in handling objects or actions that require muscle coordination.

Bloom's Taxonomy Components

Bloom's taxonomy is a model for distinguishing between different forms of learning. To promote high thinking in education, it classifies different learning activities into three different domains, namely cognitive, affective, and psychomotor. Bloom (1956) has classified the level of intellectual behaviour in teaching and learning into three domains. The cognitive domain includes mental skills such as knowledge acquisition and memory. The affective domain includes the development of feelings or emotions, such as motivation and satisfaction. The psychomotor domain includes physical skills such as movement and dexterity.

a. Cognitive Domain

The cognitive domain is defined by how experts think by relating what they know about other things as well as observing what is happening around them. (Mudjiono, 2009). According to Mohamad Hashim Othman and Sharifah Amnah Syed Ahmad (2006), the application of the cognitive domain can improve thinking ability among students. This is because the way of thinking among students has been structured, and this situation can train students to think constructively based on empirical evidence.

Bloom believes that students need to pass the easiest level before reaching the difficult level. The most obvious weakness is when the cognitive process in Bloom is organised by category, where students need to master the level starting from the bottom as a condition

to pass the next category (Krathwohl, 2002). In addition, there are also educators who have different views and understandings at each level when carrying out teaching and learning. This causes assessments based on the cognitive level of Bloom's taxonomy to not be proven accurately (Nursyahirah Wahidah Masrom et al., 2018) against each level tested. It is summarised that, at each level of Bloom's taxonomy, teachers focus on assessment separately. For example, at Level 1, the teacher only evaluates the student's work at the tested level. At Level 2, teachers assess student work across all tested levels, and so on.

In the cognitive domain, there are six levels outlined by Benjamin Bloom. The levels are knowledge, understanding, application, analysis, synthesis, and evaluation (Mohamad Hashim Othman & Sharifah Amnah Syed Ahmad, 2006):

i. Knowledge

The first level is knowledge. The initial stage in the cognitive domain is recalling and recognising ideas, basic facts, definitions, theories, laws, dates, events, and others from past learning. At this level, a person is able to identify, list, explain, tell, and so on.

ii. Understanding

Understanding is the second level. It requires someone to understand the information obtained. At this level, a person is able to explain, estimate, predict, differentiate, and so on.

iii. Application

Application is the third level. It requires a person to apply the learning that has been acquired. At this level, a person is able to apply knowledge, make illustrations, show, solve, classify, conduct experiments, and so on.

iv. Analysis

Analysis is the fourth level. It requires a person to disassemble parts or do research (to understand a structure) as a result of the learning that has been obtained. At this level, a person is able to analyse, compare, classify, organise, and so on.

v. Synthesis

Synthesis is the fifth level. It requires a person to apply knowledge and skills to combine the elements that have been learned. At this level, a person is able to combine, rearrange, replace, create, design, and so on.

vi. Assessment

Evaluation is the last level. It requires a person to make a judgement or evaluation based on set criteria. At this level, a person is able to draw conclusions, explain, measure, compare, formulate, make decisions, and so on.

Table 1

Cognitive Domain Revision- Knowledge

No	Category	Detail	Keywords
1	Knowledge	Remembering, recognizing ideas, basic facts, Identify, list, explain, definitions, theories, laws, dates, events and tell others from past learning.	
2	Understanding	It requires someone to understand the information obtained	Explain, estimate, predict, differentiate
3	Application	It requires a person to apply the learning that has been acquired.	Application of knowledge, making illustrations, showing, solving, classifying, making experiments
4	Analysis	It requires a person to disassemble parts or examine (to understand a structure) the result of the learning that has been obtained.	Analysis, comparing, comparing, classifying, organizing
5	Synthesis	It requires a person to apply knowledge and skills to combine the elements that have been learned.	Combine, rearrange, replace, create, design,
6	Evaluation	It requires a person to make a judgment or evaluation based on set criteria.	Conclusion, explain, measure, compare, summarize, result

b. Affective Domain

The affective dimension includes all the knowledge that serves to understand the feelings of one and others. It focuses on emotional aspects such as feelings, values, appreciation, passion, interest, motivation, and attitude. According to Bloom's taxonomy classification, there are five levels in the affective domain, from simple to complex behaviour.

i. Acceptance

Acceptance is the first stage. It refers to the ability of students to accept and appreciate others. At this level, students are able to ask, follow, give, hold back, control themselves, and answer.

ii. Responsive

Responsiveness is the second level. It refers to the ability of students to move actively in learning, always motivated to immediately give a reaction or respond and take action on a discussion. At this level, students are able to answer, help, fulfil, agree, do, choose, tell, and solve.

iii. Self-value

Self-esteem is the third level. It refers to the student's ability to distinguish between good and bad things in the face of an event or an object. At this level, students are able to demonstrate, follow, fulfil, implement, propose, report, express, and defend opinions.

iv. Organisation

The fourth level is the organisation. It refers to the ability to form unity and organisational culture by harmonising differences in values. At this level, students are able to obey, plan, equate, combine, improve, unify opinions, complement, compare, and explain.

v. Character

The last level is character. It refers to the ability of students to control behaviour based on pure values and improve intrapersonal, interpersonal, and social relationships. At this level, students are able to do, implement, show, differentiate, separate, practice, improve, act, and prove.

Table 2

Affective Domain- Attitude

No	Category	Detail	Keywords
1	Acceptance	The ability of students to accept and appreciate others.	Ask, follow, give, hold back, control yourself and answer.
2	Responsive	The ability of students to be active in learning, always motivated to immediately react or respond and take action on a discussion.	Answer, help, meet, agree, do, choose, tell and solve.
3	Self-value	The ability of students to be active in learning, always motivated to immediately react and defend opinions. or respond and take action on a discussion.	Demonstrate, follow, fulfil, implement, propose, report, state, defend.
4	Organisation	The ability to form unity and organizational culture by improving, harmonizing differences in values.	Obey, plan, compare, combine, improve, unify opinions, complement, compare and explain.
5	Character	The ability of students to control behavior based on pure values and improve intrapersonal, interpersonal and social relationships.	Do, implement, show, difference, separate, practice, improve, act and prove.

c. Psychomotor Domain

The psychomotor area is a neurological sector related to the abilities of the nervous system and muscles. The psychomotor dimension has to do with the ability to physically manipulate tools or instruments. For this reason, psychomotor objectives are usually related to learning new behaviours or abilities. It has five levels, starting with the most basic, which is the

perception level, the set level, the guided movement level, the mechanism level, and the complex real response level.

i. Perception

Perception is the first level. It refers to the individual's ability to use their nerves or brains to decide or solve something. At this level, students are able to prepare themselves, connect, describe, and differentiate.

ii. Preparation

The preparatory stage is the second. At this level, it is seen in the student's ability to prepare and balance themselves mentally, physically, and emotionally when facing something. At this level, students are able to initiate, help, prepare, show, and demonstrate.

iii. Guided Response

Guided reaction is the third level. Ability to initiate complex patterned skills with help and guidance based on testing. It involves practicing complex skills through imitation and trial-and-error. At this level, students are able to imitate, interpret, and follow, working, making, showing, installing, and performing.

iv. Automatic Response

The automatic response stage is the fourth stage. It refers to the ability of students to do an activity at a more difficult skill level. Through this stage, it is expected that students will get used to doing their daily routine. At this level, students are able to build, assemble, disassemble, repair, work, operate, accelerate, and deal.

v. Adaptation of Movement Patterns

The level of movement pattern adaptation is at the fifth level. It refers to the student's ability to develop or improve skills and make patterns as needed. At this level, students are able to change, adapt, reorganise, and re-plan.

vi. Creativity

Creativity is the sixth level. It refers to the ability of students to create new patterns that suit the situation and also the ability to overcome problems by showing their own creativity. At this level, students are able to plan, develop, create, and make.

Table 3.

Psychomotor Domain - Skills

No.	Category	Details	Keywords
1	Perception	Individual ability to use nerves or Prepare yourself, connect, brain in deciding or solving describe and differentiate something.	
2	Preparation	The ability of students to prepare Initiate, assist, prepare, themselves and balance show and demonstrate themselves mentally, physically and emotionally when facing something.	
3	Guided Response	Ability to initiate complex imitate, interpret, follow, patterned skills with help and Working, making, showing, guidance based on testing. Involves practicing complex skills through imitation and trial and error.	
4	Automatic Response	The ability of students to do an Build, assemble, activity at a more difficult skill disassemble, repair, work, level. Through this stage it is expected that students will be with used to doing their daily routine.	
5	Adaptation Movement Patterns	The student's ability to develop or Change, adapt, rearrange, improve skills and make patterns and redesign, as needed.	
6	Creativity	The ability of students to create Design, build, create, and new patterns that suit them make, situation and also the ability to overcome problems by showing their own creativity.	

In line with the change in the current of education towards the 21st century learning, there has been an improvement to Bloom's taxonomy theory to keep up with the changes in the world of education. Bloom's students, Lorin Anderson & David Krathwohl, gathered for six years, from 1996 to 2001, cognitive psychologists, curriculum theorists, educational leaders, and testing and assessment experts to conduct research. So, in 2001, Lorin Anderson & David Krathwohl proposed changes to Bloom's taxonomy in three categories, namely terminology, structure, and emphasis. Among the changes that have been made are:

1. Change of term: from noun to verb; knowledge to remember; understanding to understand; application to apply; analysis to analyse; evaluation to assess; synthesis to create.

2. Structural changes: In the previous Bloom version, only one dimension was emphasised, but in the revised version, emphasis was placed on two dimensions, namely the knowledge dimension and the cognitive process dimension.

a. Dimensions of Knowledge

The type of knowledge learned takes four forms: factual, conceptual, procedural, and metacognitive knowledge.

b. Cognitive Process Dimensions

The process used to learn is remembering, understanding, applying, analysing, evaluating, and creating.

3. Changes in taxonomic emphasis, from the previous taxonomy to the revised taxonomy. The old taxonomy is more suitable for students in the early stages of schooling, while the revised taxonomy is more extensive and suitable for students in primary, secondary, and university or college.

Research Methodology

This article uses documents analysis to compare the cognitive domains of Bloom's Taxonomy according to Western and Islamic views. The methodology used is a literature review, where the materials for this study were obtained by using the Web of Science, Scopus, and Google Scholar data searches.

Discussion

The Need for Cognitive Domain according to Islamic Perspective

It cannot be denied that the cognitive domain that has been updated in the Revised Bloom's Taxonomy by Lorin Anderson (2001), which is the new revision of Bloom's Taxonomy, is focused on the cognitive domain of knowledge. If viewed from an Islamic point of view, knowledge is evidence that leads to faith in God (Yusof al-Qardawi, 1994). However, Bloom's taxonomy focused on the cognitive domain is insufficient to help Islamic education teachers carry out their responsibilities as *Muallim* or *murabbi*. Bloom's taxonomy does not take into account the potential of the heart, which involves spiritual aspects, *zikr*, and purification of the soul. Although Bloom recognises the affective domain, which is seen as close to the concept of morality, there are research findings that suggest developing a spiritual taxonomy is an important requirement in the Islamic education system, and it needs to be done immediately (Noor Hisham Md. Nawi, 2021).

Therefore, human intelligence must be developed together with faith and piety so that humans remain in a submissive attitude and acknowledge the existence of Allah SWT. It is appropriate that knowledge and skills be accompanied by the cultivation of noble morals, so that knowledgeable people are humble and balanced between physical and spiritual health. It can be said that the success of cognitive development will result in the development of affective and emotional skills. Affective means having a strong and mature attitude towards something. When learning is too focused on memory or reasoning skills, it can cause children's attitudes to focus on these aspects instead of developing their creativity or critical thinking skills. A mere memorization method without understanding something. If students do not improve their memory skills quickly, they will have difficulty upholding the values and principles they hold.

This aspect of attitude can provide an example not only from a theoretical point of view, but even in reality, of the teacher's attitude. When the teacher imparts knowledge, it is

important to follow up with examples from the teacher's own experience. This will help to ensure that the knowledge is truly understood. This is explained in the Quran, *Surah al-Ahzab*, 33:21.

"Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often."

Correspondingly, cognitive development will also have a direct positive effect on psychomotor development. Psychomotor skills are all activities that are easily seen and observed, both in terms of their amount and the extent to which they are performed. This is because it is concrete and simple, like a person's movements. This shows how much they understand themselves and their environment. This is explained in the Quran, *Surah al-Isra'* 17:85, as the words of Allah SWT:

"And they ask you, [O Muhammad], about the soul. Say, "The soul is of the affair of my Lord. And mankind has not been given of knowledge except a little."

Practice is important for motor skills because it helps us learn how to do them well. Without training and practice, we may not be able to do as well as we would like. Skills usually involve several parts and require effort and practice to learn.

Overall, the cognitive domain, according to the Islamic perspective, includes the entire cognitive domain, the affective domain, and the psychomotor domain highlighted by Benjamin Bloom. It can be seen that the first factor that affects the cognitive selection of learning is external motivation, which causes students to believe that learning is just a way to avoid failure. The second factor is internal motivation, which arises from the desire to learn for its own sake. Therefore, teachers are required to help their students develop cognitive skills that will help them solve problems by using the knowledge they have and their belief in the moral message or value integrated into their knowledge. Cognitive activity is something we can control ourselves, just as we can use our knowledge when we are faced with a problem. Parents and teachers both contribute to cognitive development by helping to improve the way a student thinks and behaves. This can have a big impact on everything, including the affective domain and the psychomotor domain.

Hence, from the literature review, there are suggestions for improving the cognitive domain; there are eight levels, as mentioned by the researcher. The levels are: identifying, remembering, understanding, explaining, cultivating, reflecting, cultivating, and appreciating. The identifying level refers to the student's ability to think and recognise something or a concept sourced from reason and revelation through the five senses that God gave humans, such as ears, eyes, smell, taste, and touch. For the level of remembering, it refers to the student's ability to observe, analyse thinking, and try to relate them to the essence of God so as to be able to repeat the learning of concepts or things learned, while for the level of understanding, it refers to the student's ability to process something learned in different forms based on what is learned to be able to distinguish between two situations.

Next, the level of explaining includes the student's ability to explain or convey knowledge to the people around them in a wise manner obtained through a thinking process that combines the intellect and the heart. Cultivating is the process of cultivating knowledge when students can process knowledge with a combination of intellect and heart that produces someone who thinks systematically, is organised, and strives to always do what is

learned. Then, for the contemplation level, it is the student's skill to process the knowledge learned by asking oneself and relating it to God so as to produce students who are able to make the right decisions based on the guidance of revelation, while the habituation level refers to the effects of the knowledge that the student has learned. Then, they do charity with certain practices consistently, with the specific purpose of controlling themselves from doing *mazmumah* behaviour. Cultivation focuses on practices that become self-defense. The last level is *tashyakur*, referring to the results of the mind and heart and consistent practice. It covers four main points, namely:

- a) A person's way of thinking until the occurrence of a new discovery or product creation (innovation).
- b) Practice in an *istiqamah* manner that leads to the tendency to spread knowledge to others.
- c) The concept of contemplation (remembering and thinking).
- d) Solving problems based on '*ijtihad*', which is done based on available knowledge.

Closure

Based on the discussion, it can be concluded that there is a comparison of the descriptions of the domains according to the Islamic perspective. Bloom's taxonomy focuses on the cognitive domain, in which the student's learning level needs to go through all levels, from the lowest to the highest. However, according to the Islamic perspective, student learning interweaves all domains, whether cognitive, affective, or psychomotor, regardless of level, and it can start at any level according to the suitability of Islamic education lesson content. In addition, taxonomy according to the Islamic perspective is based on primary sources such as the Quran, *al-Hadith*, and the books of previous scholars, which are the basis of any domain implementation. Thus, this article opens up space for further research to develop a new taxonomy that is based on Islam and adheres to the Quran and *sunnah*. Besides, this paper uncovers a void in the current utilization of Bloom's taxonomy in the realm of Islamic education subjects, suggesting that it may not completely harmonize with the aspirations of Islamic education. As well, this paper endeavors to present a valuable framework for the construction of objectives that precisely reflect the level of learning in Islamic education. The modified taxonomy seeks to assimilate Islamic values and principles into the educational process, ensuring that students cultivate a comprehensive comprehension of their faith. It is particularly tailored to the cognitive realm in Islamic education subjects, accentuating critical thinking, analysis, and synthesis. Other than that, the contribution is adding new knowledge to the Bloom's Taxonomy which is extending the cognitive domains in Bloom's taxonomy to Islamic cognitive domains. its extended the level of bloom's taxonomy from 6 to 8 levels. This is an initial framework research and need further investigation.

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