

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Learning scenarios are sequences or series of learning process activities arranged by a teacher so that the learning process occurs as desired and the achievement of the goals to be achieved (Mezak et al, 2018). Learning scenarios or commonly called Learning planning is a projection of activities or processes that will be carried out during learning (Anne Lejeune, 2019).

This is supported by Levin et al (2023), which reveals that learning scenarios aim to estimate and project actions or activities that will be carried out during learning. Learning activities which include introduction, core, and closing activities will produce learning steps to run effectively and efficiently.

Learning scenarios are an important part of carrying out the teaching and learning process in the classroom (Levin et al, 2023). It is said to be important because, for teachers, the scenario is a reference or step that must be passed step by step in providing material to students. In the implementation of the teaching and learning process, every teacher is obliged and becomes an absolute requirement to create learning scenarios before the process of appearance in the classroom. Thus, teachers are expected to be able to make good lesson planning before starting teaching and learning activities (Rohayati et al., 2018).

In creating learning scenarios, a teacher must be able to theoretically master the elements in them (Mulatsih, 2019). Research by Koehler (2015) shows that it is very important to provide opportunities for prospective teachers to develop the ability to develop learning scenarios before they start a career as a teacher. Thus, when they have graduated from their education, the prospective teacher has professional performance that can improve the quality of education.

Rando in Koehler (2015) revealed that the most important aspect in determining the quality of learning is the extent to which learning can be

accepted and feasible for students. To ensure that learning makes sense, teachers must present learning scenarios in an organized manner. This statement is reinforced by the opinion of Putrianingsih in Audina et al. (2022), which states that learning planning in the form of learning scenarios is one of the competencies that teachers must have which will lead to the implementation of learning.

The implementation of learning runs smoothly, and learning evaluation can get maximum results if learning planning is carried out properly because this stage is the main function of the success of the next stages (Audina et al., 2022). It is conceivable that a learning activity that has an effort to change student behavior that is not through careful planning will have an impact on the learning process and outcomes in particular, which are generally difficult to predict the level of effectiveness and success.

Effective learning is based on an in-depth understanding of how students process information and develop thinking skills. One of the frameworks that is often used to plan learning is Bloom's Taxonomy (Yunida et al., 2023). Bloom's Taxonomy is a classification of the different outcomes and skills that educators set for their students (Ahmed, 2021).

In the field of education, taxonomy is used with the aim of classifying instructional objectives or learning objectives, learning objectives, where it is classified into three domains, namely: 1) cognitive domain, emphasizing intellectual abilities such as knowledge and thinking skills of learners; 2) affective domain, including behaviour in emotional aspects such as feelings, emotions, attitudes, obedience, and others; 3) the psychomotor realm includes competence to perform work involving limbs and physical movements (Ahmed, 2021).

Bloom's Taxonomy was developed by Benjamin Samuel Bloom, an educator from Lansford, Pennsylvania, who earned his doctorate at the University of Chicago in 1942. Bloom founded The International Measurement, Evaluation and Statistical Analysis (MESA), a program at the University of Chicago and is trusted to be Chairman of the Research of

Development Communities of The College Entrance Examination Board and The President of The American Educational Research Association (Clark, 2015)

In the development of educational theory, according to Krathwohl in Shofiya F & Sukiman (2018) and psychologists, the school of cognitivism improved Bloom's taxonomy to suit the progress of the times. The result of the improvement of Bloom's taxonomy and published in 2001 is called the revision of Bloom's Taxonomy (Shofiya F & Sukiman, 2018). This statement is supported by the results of research conducted by Devi (2021) entitled "Revision of Bloom's Taxonomy". Krathwohl, who was a friend of Bloom's, worked hard to revise the taxonomy and publish it (Anderson et al., 2001).

Based on research by Anderson et al. (2001), Revised Bloom's taxonomy is a benchmark standard for evaluating cognitive sequences of teaching-learning processes, curriculum planning, and task tests. According to Anderson and Krathwohl (2001), the revised Bloom Taxonomy has two dimensions, namely cognitive processes and knowledge. Where in the dimension of cognitive processes have six categories, namely: Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating / Creating (C6).

According to Anderson in Dina Helmi et al. (2021), C1 to C3 is a low-level cognitive processes or lower-order thinking skills that only use processes limited to routine things and are mechanical, while C4 to C6 are higher-order cognitive processes or higher-order thinking skills that make students interpret, analyze or even be able to manipulate previous information so that it is not monotonous.

Thus students can master the level of high thinking if students can master the level of low thinking. Therefore, the revision of Bloom's Taxonomy can be used as a guideline in measuring the level of thinking of students starting from the lowest level, namely remembering to the highest level, namely creating (Helmi et al, 2021).

Research conducted by (S.K. Kuri et al., 2023) regarding Understanding the level of teaching practices of the Agriculture Faculty at Bangladesh Agricultural University based on Revised Bloom's Taxonomy. BAU faculty members' understanding of the cognitive level of applying, analyzing, and evaluating is still low and needs to be improved. Based on this, researchers are interested in analyzing learning scenarios made by prospective student teachers. Therefore, the researcher decided to conduct the research entitled "The analysis of learning scenario made by student prospective teachers : the cognitive level of revised Bloom's taxonomy perspective".

1.2 The Significance of The Study

Learning scenarios are structured with the aim of allowing participation from students, so teachers try to design active learning. This was also conveyed by Sorin (2013), who states that Learning Scenarios can create opportunities for learners to be more active and develop real-life skills during the learning process they experience. Learning scenarios designed by teachers will be a reference for learning directions so that if scenarios are arranged to display active learning, the learning process will have the opportunity to develop student abilities. The relationship between learning scenarios and learners' ability to compete globally in the future may sound very distant, but a quality generation is determined by the basis of learning implemented in education. Based on this, it is important for teachers to create learning scenarios according to the cognitive level of students.

1.3 Research Question

Based on the background of the study above, this study tries to find answers to the following questions:

1. How are the learning scenario made by student prospective teachers viewed from the cognitive level of revised Bloom's taxonomy?
2. How are the responses of students' prospective teachers to the application of learning scenarios viewed from the cognitive aspect of revised Bloom's taxonomy?

1.4 Research Objective

Based on the background and research questions above, the objectives of this study are:

1. To investigate the learning scenario made by student prospective teachers viewed from the cognitive level of revised Bloom's taxonomy.
2. To investigate the responses of students' prospective teachers to the application of learning scenarios viewed from the cognitive aspect of revised Bloom's taxonomy.

1.5 Research Benefits

The results of this study are expected to be helpful in the form of theoretical and practical:

1. Theoretically

The findings of this study are expected to encourage and improve theories regarding learning scenarios that can affect the teaching and learning design process which makes it easy for teachers to create learning scenarios according to the cognitive level of students.

2. Practically

a. For Student Prospective Teacher Students

This research is expected to be useful and used as a reference in making good and correct learning scenarios in accordance with the cognitive aspects of the Bloom Revision taxonomy, especially for those who will later carry out school field introduction activities (PLP II) where later what they have learned about learning scenarios.

b. For Lecturers

This research hoped that the results of this research can be used by lecturers to make teaching about making effective, efficient, and meaningful learning scenarios for students by paying attention to the cognitive level starting from the lowest level, namely remembering to the highest level namely creating.