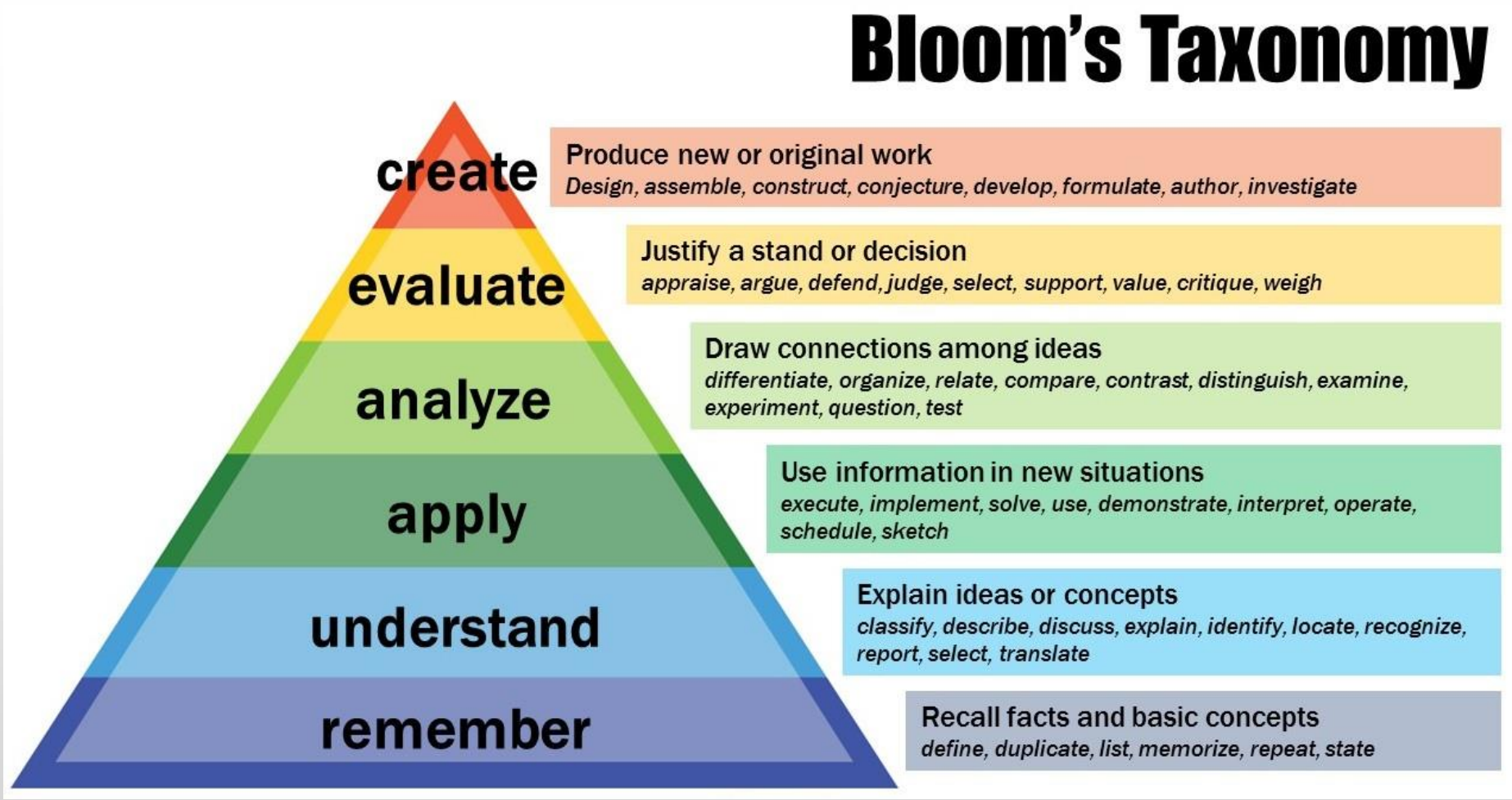
Asia Cyber University

Emotional Intelligence #1

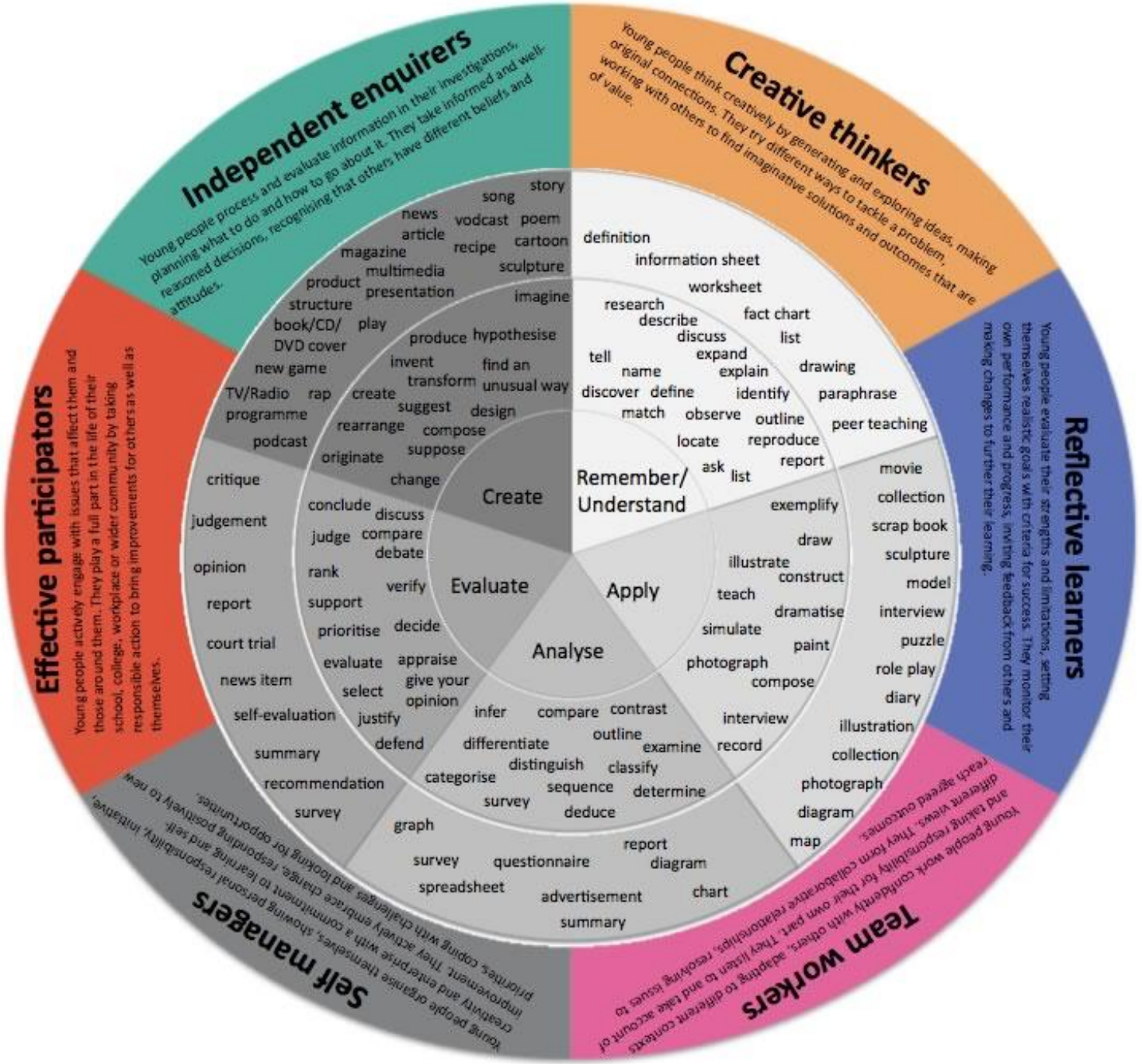
Dr. KH. Abdul Wahid Maktub

Tim Penyusun



Taksonomi, menurut kamus besar bahasa Indonesia mempunyai arti “klasifikasi bidang ilmu; kaidah dan prinsip yang meliputi pengklasifikasian objek”. Taksonomi Bloom sendiri adalah taksonomi dalam bidang kependidikan yang dicetuskan oleh Benjamin S. Bloom. Taksonomi ini bertujuan untuk mengklasifikasikan materi atau tujuan dari pendidikan.

Roda Taxonomy (Taxonomy Wheel) atau
PLTS (Personal Learning & Thinking)



Roda Taxonomy (Taxonomy Wheel)/ PLTS (Personal Learning & Thinking)

The innermost circle are the categories of the taxonomy – Lingkaran paling dalam menunjukkan kategori dari taxonomy

The second circle key identified words and the third circle some activities that can be linked with these words – Lingkaran kedua mengidentifikasi kategori taxonomy dan lingkaran ketiga menjelaskan tentang aktivitas yang dapat dikaitkan dengan kategori taxonomy tersebut

The PLTS (Personal Learning and Thinking Skills) categories are added as an independent external wheel which can be applied to any section of the taxonomy – Kategori PLTS (Kemampuan Berpikir dan Memahami Individu) ditambahkan sebagai bagian dari roda eksternal yang dapat diterapkan di semua bagian dari taxonomy.

This adaptation is Krathwohl and Anderson's (2001) adaptation of Bloom (1956) and has had the PLTS (New Secondary Curriculum 2008) added as an extra wheel. The version was produced by Sharon Artley used with permission.

Roda Taxonomy (Taxonomy Wheel) – Lingkaran terluar

- **Creative thinkers** think creatively by generating and exploring ideas making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.
- Pemikir kreatif berpikir kreatif dengan menghasilkan dan mengeksplorasi ide yang membuat koneksi orisinal. Mereka mencoba berbagai cara untuk mengatasi masalah, bekerja dengan orang lain untuk menemukan solusi imajinatif dan hasil yang bernilai.

- **Reflective learners** evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their performance and progress, inviting feedback from others and making changes to further their learning.
- Pembelajar reflektif mengevaluasi kekuatan dan keterbatasan mereka, menetapkan tujuan yang realistis dengan kriteria untuk sukses. Mereka memantau kinerja dan kemajuan mereka, mengundang umpan balik dari orang lain dan membuat perubahan untuk memajukan pembelajaran mereka.

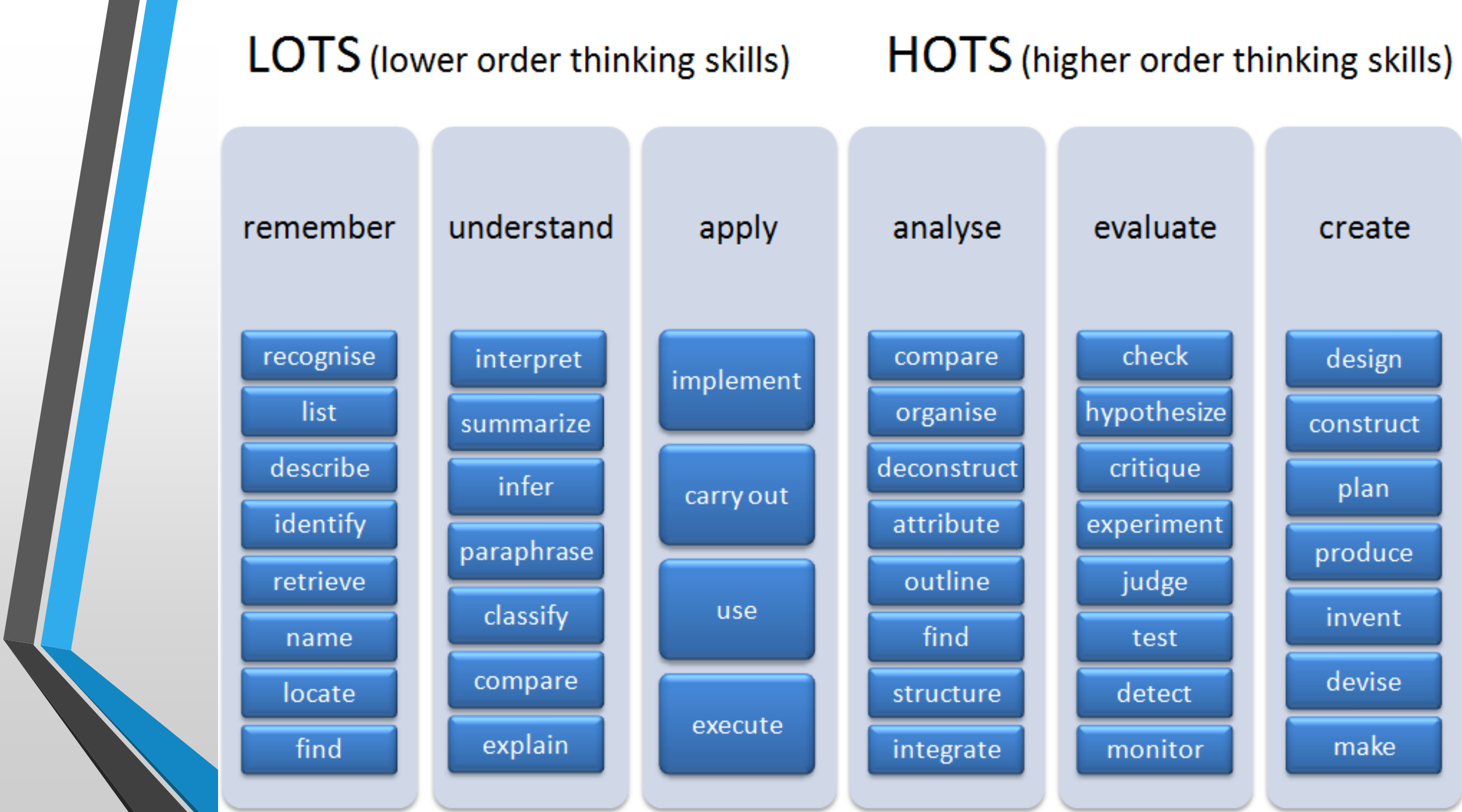
Roda Taxonomy (Taxonomy Wheel) – Lingkaran terluar

- **Team workers** work confidently with others, adapting to different contexts and taking responsibility for their own part. The listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.
- Pekerja tim bekerja dengan percaya diri dengan orang lain, beradaptasi dengan konteks yang berbeda dan mengambil tanggung jawab untuk bagian mereka sendiri. Mendengarkan dan memperhitungkan pandangan yang berbeda. Mereka membentuk hubungan kolaboratif, menyelesaikan masalah untuk mencapai hasil yang disepakati.
- **Self-managers** organize themselves, showing personal responsibility, initiative, creativity, and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.
- Manajer diri mengatur diri mereka sendiri, menunjukkan tanggung jawab pribadi, inisiatif, kreativitas, dan usaha dengan komitmen untuk belajar dan peningkatan diri. Mereka secara aktif merangkul perubahan, menanggapi secara positif prioritas baru, mengatasi tantangan dan mencari peluang.

Roda Taxonomy (Taxonomy Wheel) – Lingkaran terluar

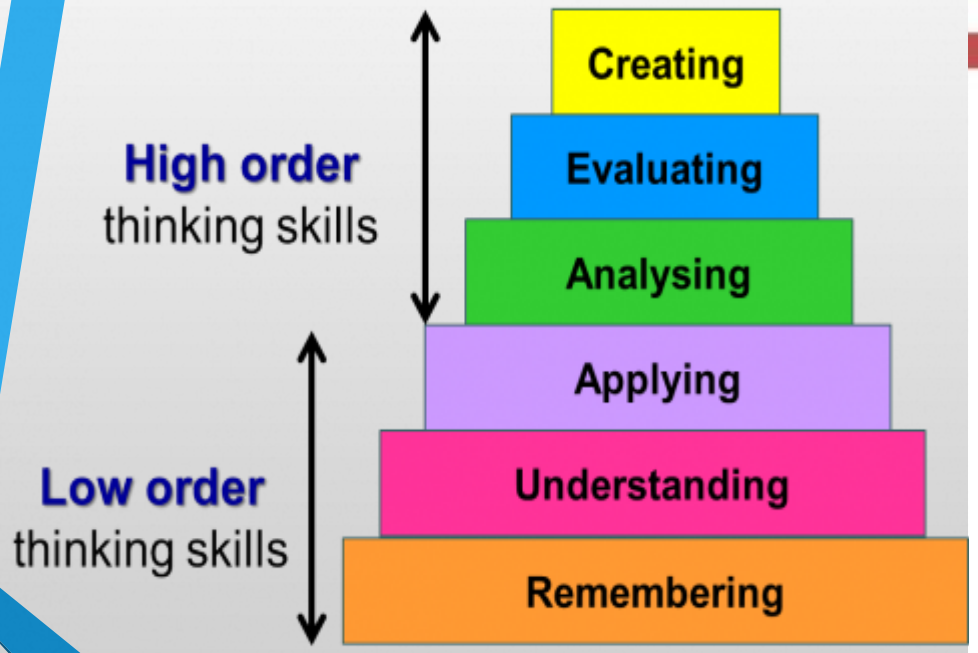
- **Effective participators** actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace, or wider community by taking responsible action to bring improvements for others as well as themselves.
- Partisipan yang efektif secara aktif terlibat dengan masalah yang memengaruhi mereka dan orang di sekitar mereka. Mereka memainkan peran penuh dalam kehidupan sekolah, perguruan tinggi, tempat kerja, atau komunitas yang lebih luas dengan mengambil tindakan yang bertanggung jawab untuk membawa perbaikan bagi orang lain dan juga diri mereka sendiri.

- **Independent enquirers** process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognizing that others have different beliefs and attitudes.
- Penanya independen memproses dan mengevaluasi informasi dalam penyelidikan mereka, merencanakan apa yang harus dilakukan dan bagaimana melakukannya. Mereka mengambil keputusan yang terinformasi dan masuk akal, mengakui bahwa orang lain memiliki keyakinan dan sikap yang berbeda.


LOTS (lower order thinking skills)
HOTS (higher order thinking skills)
remember
recognise
list
describe
identify
retrieve
name
locate
find
understand
interpret
summarize
infer
paraphrase
classify
compare
explain
apply
implement
carry out
use
execute
analyse
compare
organise
deconstruct
attribute
outline
find
structure
integrate
evaluate
check
hypothesize
critique
experiment
judge
test
detect
monitor
create
design
construct
plan
produce
invent
devise
make

LOTS = Low Order Thinking
HOTS = High Order Thinking

LOTS adalah keterampilan berpikir tingkat rendah, LOTS merupakan singkatan dari Lower Order Thinking Skills. Pada hal ini LOTS memiliki tingkatan mudah. HOTS atau Higher Order Thinking Skills memiliki arti keterampilan berpikir tingkat tinggi.
HOTS memiliki tingkatan sulit. Sesuai dengan namanya disini kita akan berpikir secara tinggi. Maksudnya, kita akan berpikir secara kritis dalam menjawab pertanyaan dan hal ini benar - benar akan menyulitkan kita dalam menjawab pertanyaan yang diajukan.

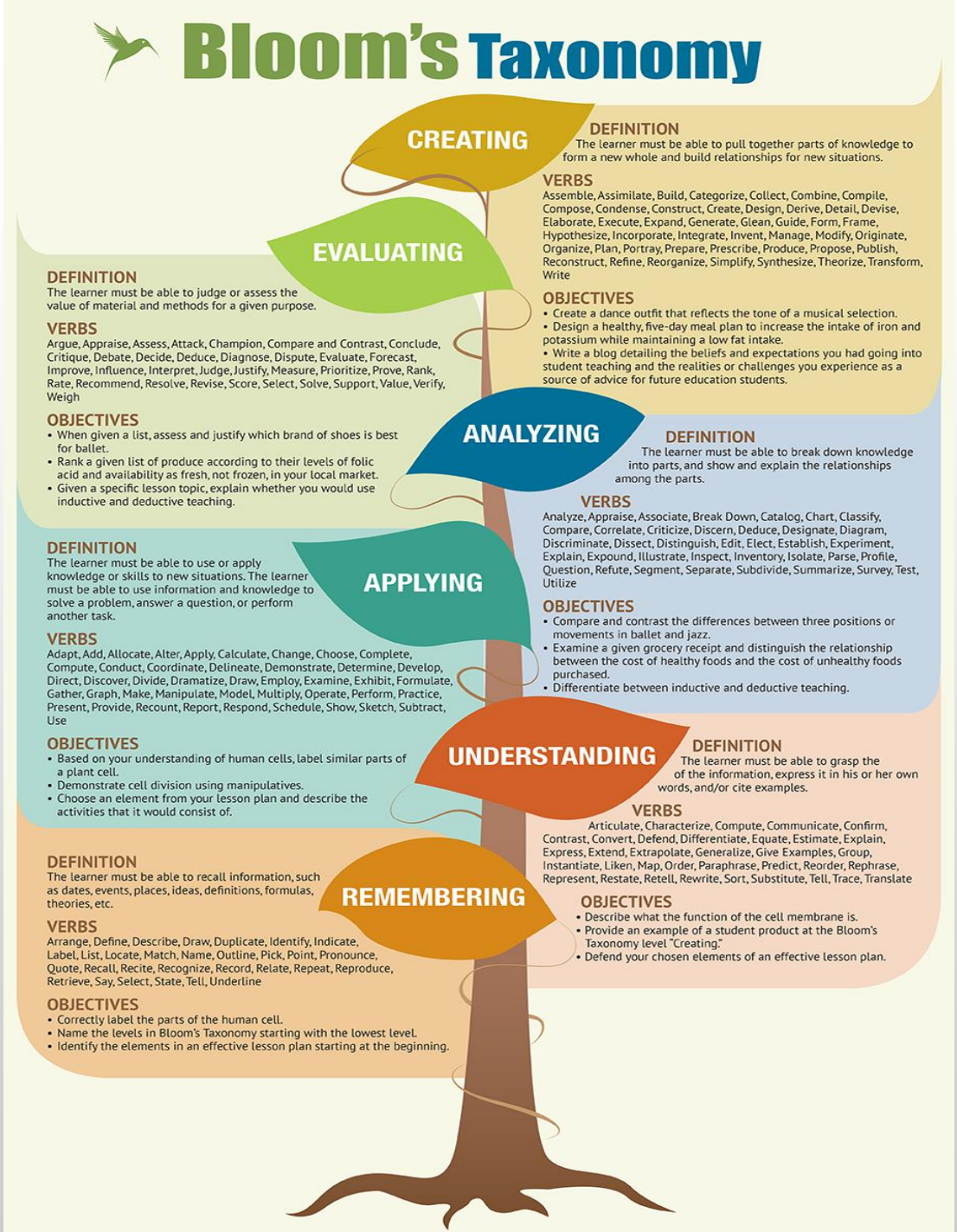


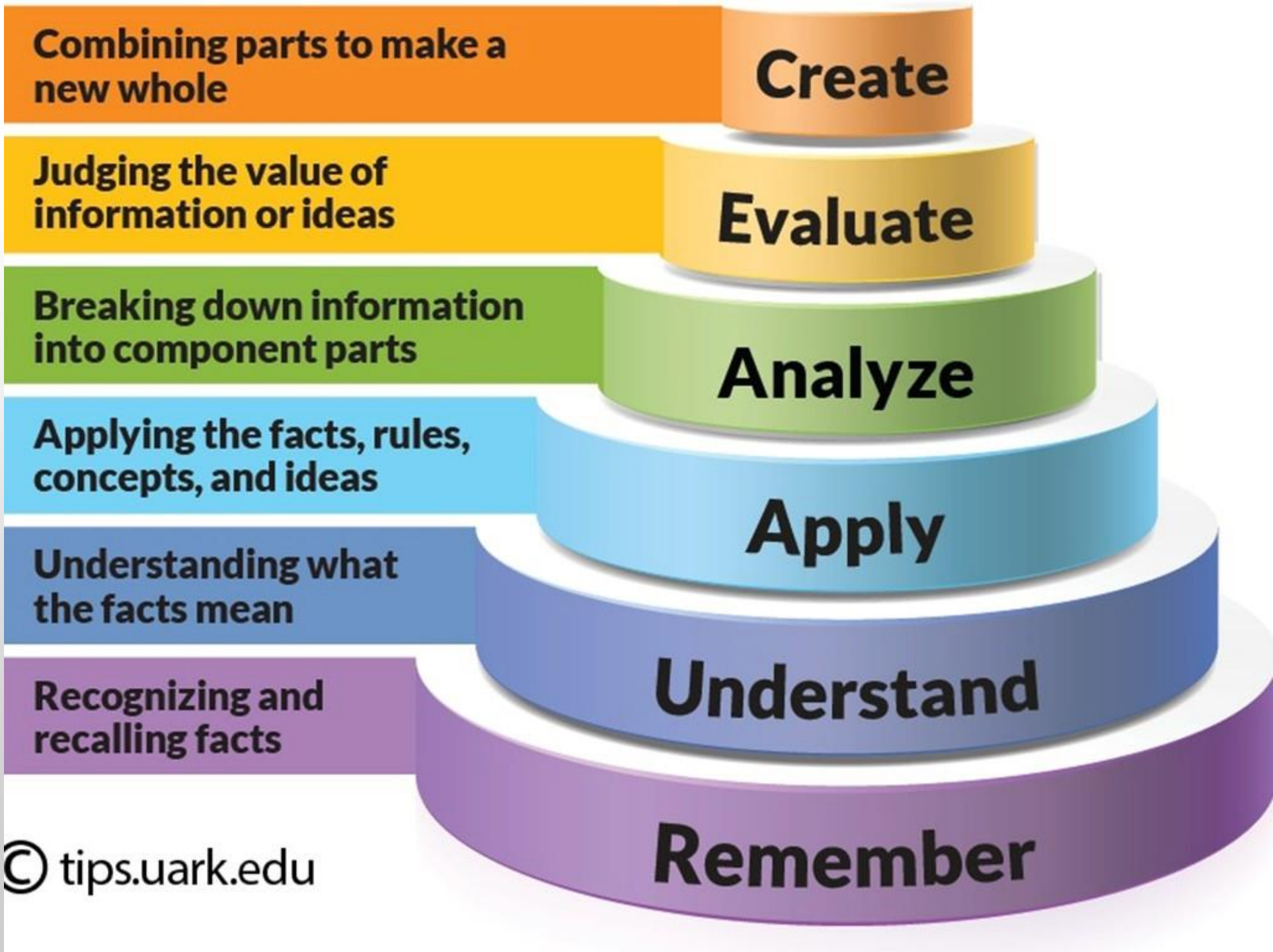
LOTS and HOTS

LOTS	HOTS
To remember information	To develop reasoning skills
To order information	To develop enquiry and discussion
To define objects	To develop creative thinking
To check understanding	To evaluate the work of oneself and others
To review learning	To hypothsesis about what could happen

Bentley (2010) *The TKT Course: CLIL Module*

Bloom's Taxonomy




Combining parts to make a new whole
Create
Judging the value of information or ideas
Evaluate
Breaking down information into component parts
Analyze
Applying the facts, rules, concepts, and ideas
Apply
Understanding what the facts mean
Understand
Recognizing and recalling facts
Remember
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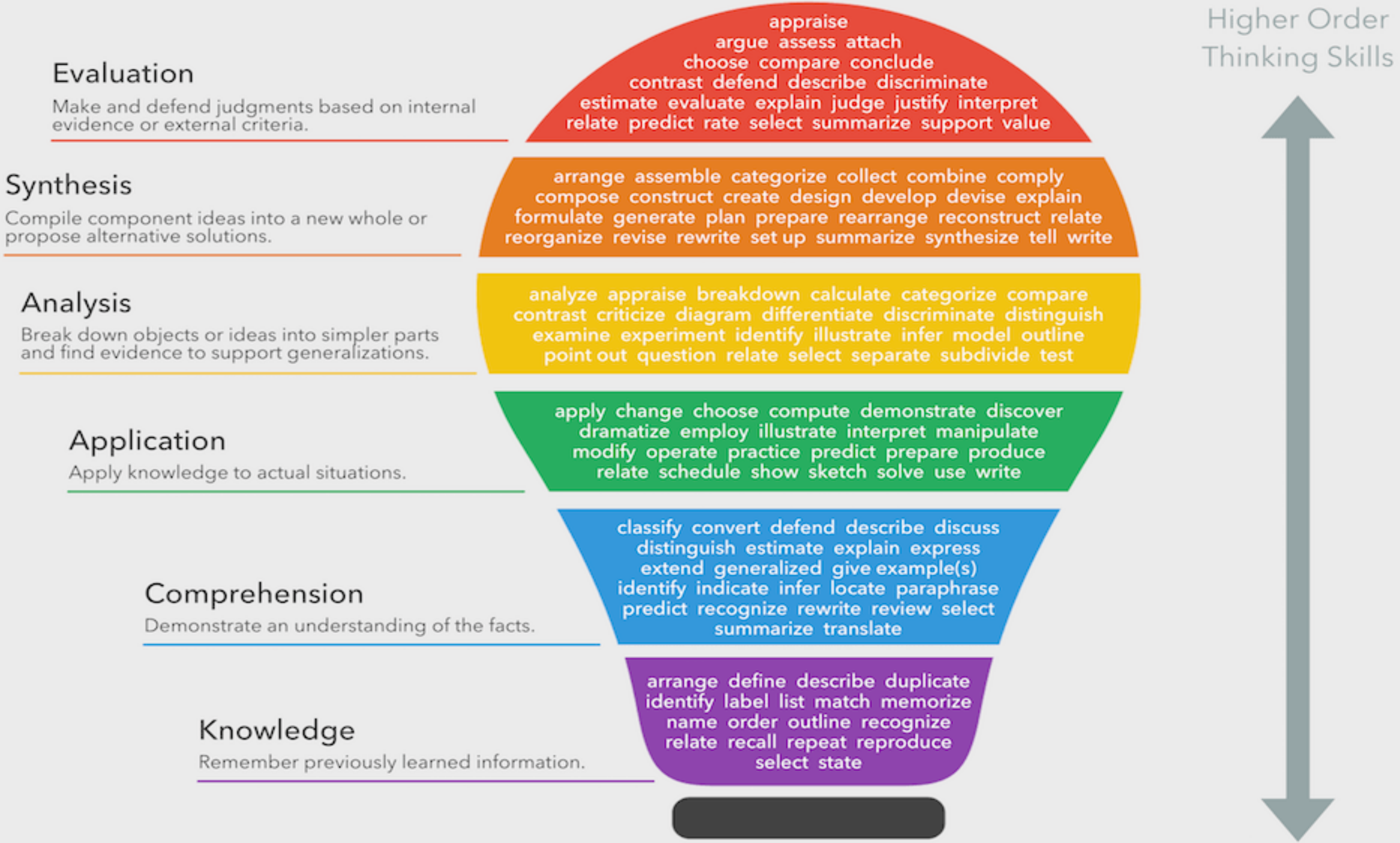
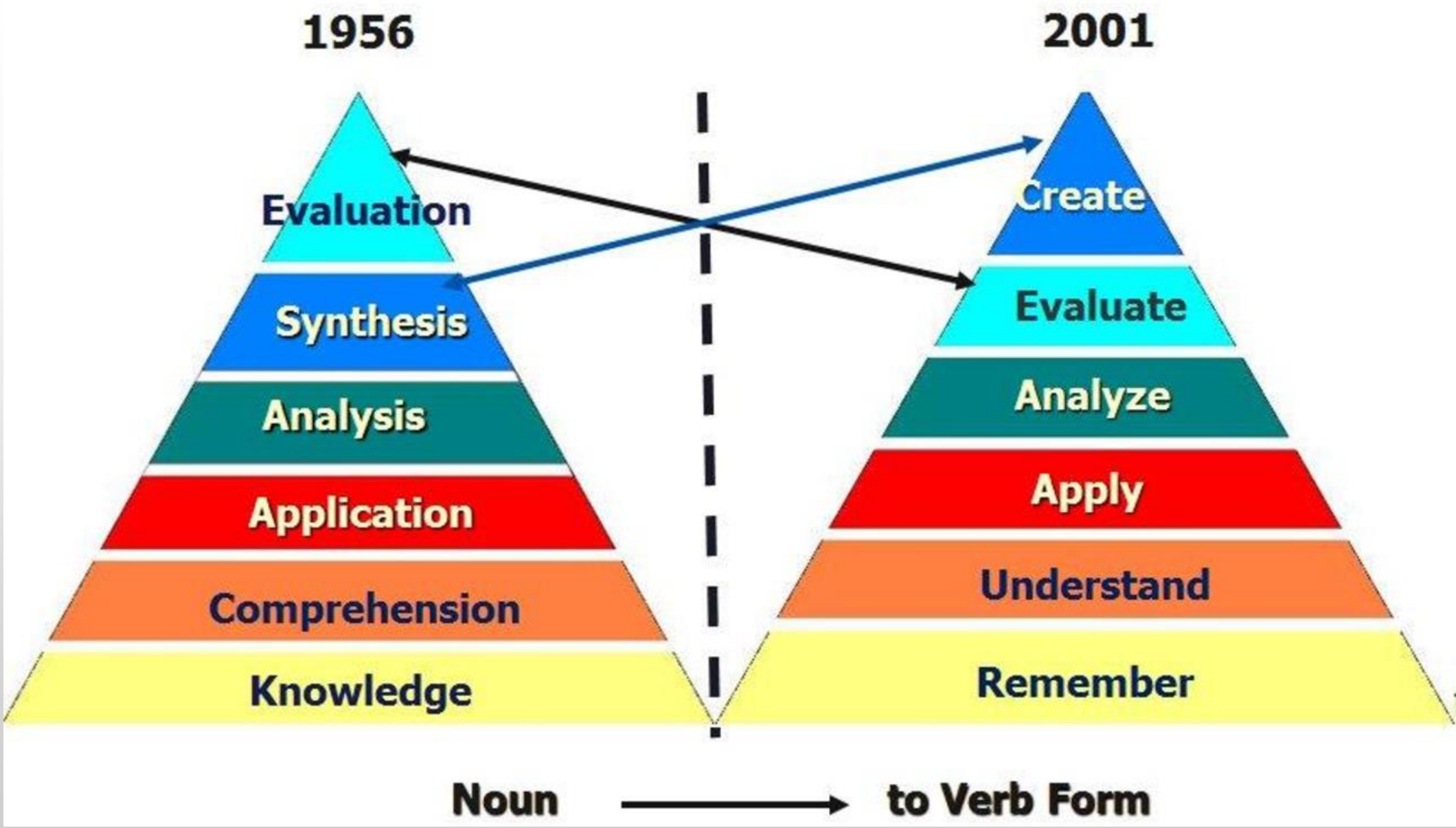
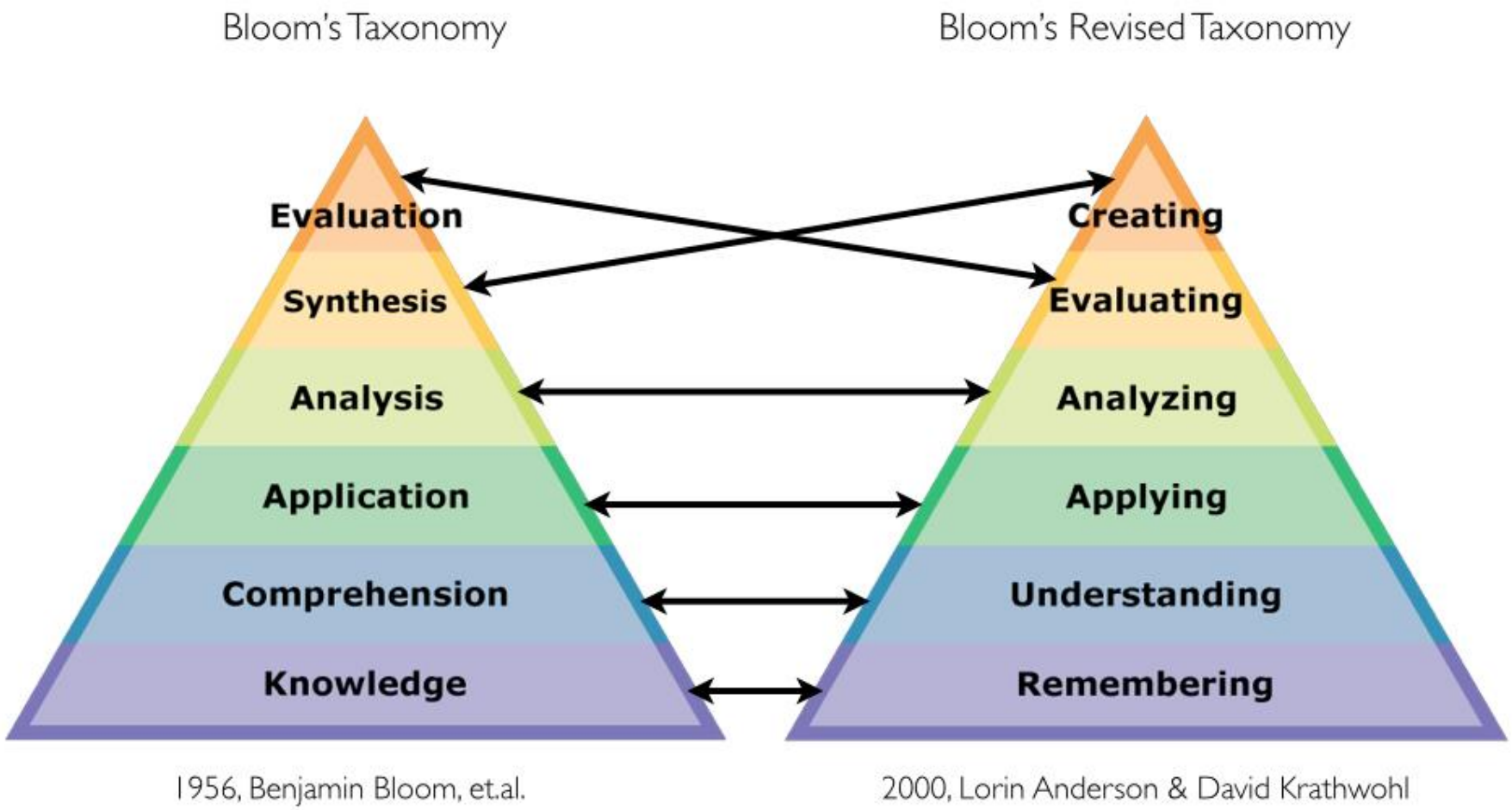

Evaluation
Make and defend judgments based on internal evidence or external criteria.
appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value
Synthesis
Compile component ideas into a new whole or propose alternative solutions.
arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write
Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.
analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test
Application
Apply knowledge to actual situations.
apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write
Comprehension
Demonstrate an understanding of the facts.
classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate
Knowledge
Remember previously learned information.
arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state
Higher Order
Thinking Skills


1956
2001
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
Create
Evaluate
Analyze
Apply
Understand
Remember
Noun
to Verb Form

Bloom's Revised Taxonomy



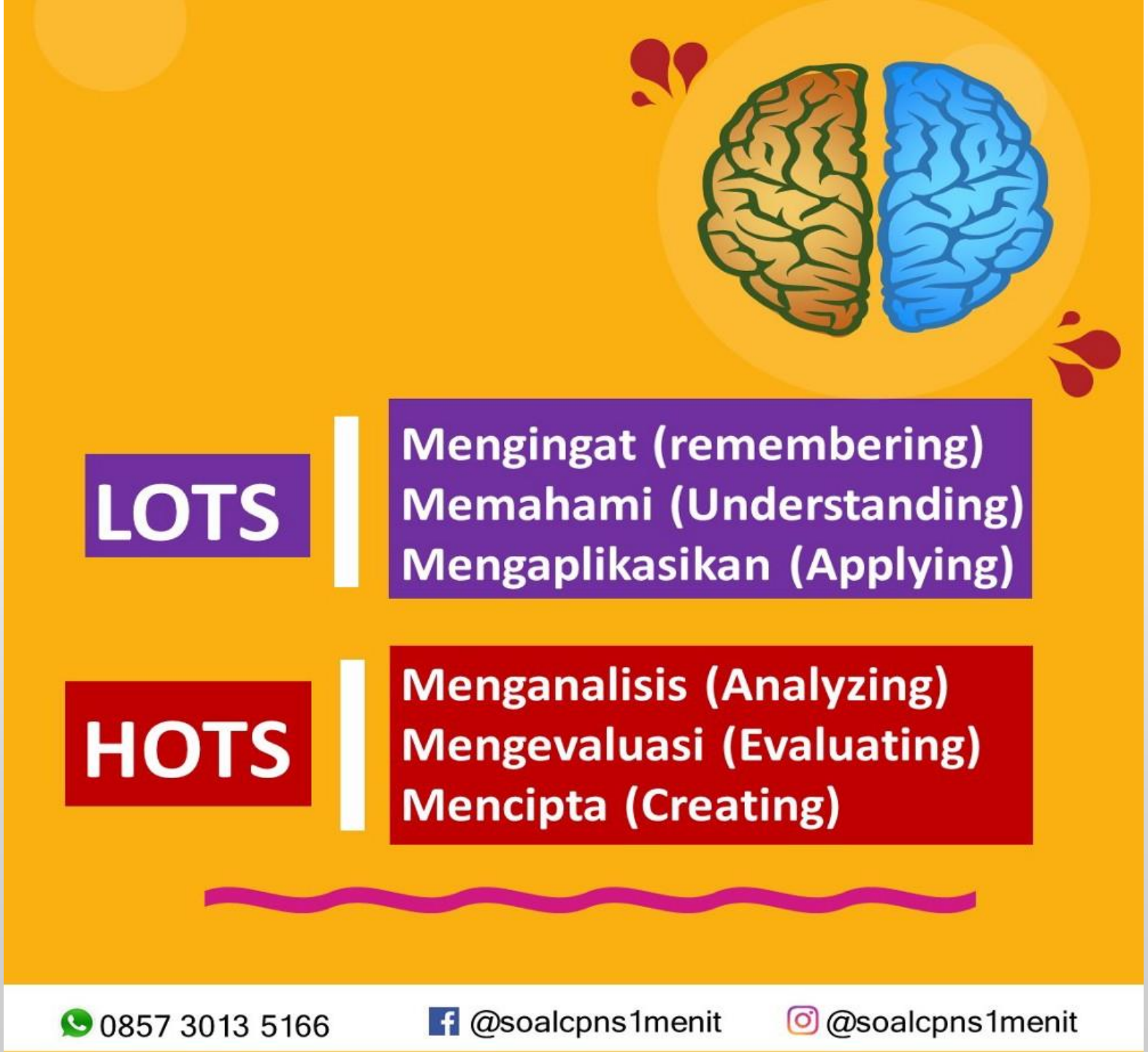
facts

- Jakarta is the capital city of Indonesia
- Painting is an art
- The sun rises in the east

opinion

- Jakarta is not a good place to live
- Joko Pekik is the greatest Indonesian painter
- It is nice to see the sunrise from the peak of Borobudur

All the facts can be proved by observation or finding the information in books and internet. However, people will have different ideas about living in Jakarta, the quality of great painter, or good place to enjoy sunrise.


LOTS
Mengingat (remembering)
Memahami (Understanding)
Mengaplikasikan (Applying)
HOTS
Menganalisis (Analyzing)
Mengevaluasi (Evaluating)
Mencipta (Creating)
0857 3013 5166
@soalcpns1menit
@soalcpns1menit

Question Forms

PERSON — WHO
A: Who's that man?
B: That's Peter.

PLACE — WHERE
A: Where do you live?
B: In London.

TIME — WHEN
A: When did he arrive?
B: In the afternoon.

REASON — WHY
A: Why did you leave?
B: Because I was tired.

MANNER — HOW
A: How did you go?
B: By car.

OBJECT/IDEA/ACTION — WHAT
A: What are you doing?
B: Nothing.

CHOICE — WHICH
A: Which car is better?
B: The red one.

POSSESSION — WHOSE
A: Whose book is this?
B: It's mine.

TIME — WHAT TIME
A: What time did he call?
B: At seven.

DESCRIPTION — WHAT KIND
A: What kind of car is it?
B: A hybrid.

QUANTITY-COUNTABLE — HOW MANY
A: How many beds are there?
B: Three.

QUANTITY-UNCOUNT. — HOW MUCH
A: How much tea is there?
B: A lot.

DURATION/LENGTH — HOW LONG
A: How long did you stay?
B: Two weeks.

FREQUENCY — HOW OFTEN
A: How often do you go?
B: Every day.

DISTANCE — HOW FAR
A: How far is the town?
B: One mile away.

AGE — HOW OLD
A: How old is your sister?
B: She's 27.

Descriptive Thinking

Explanative Thinking

Predictive Thinking

Prescriptive Thinking

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Thank you