

ABSTRACT

Evaluating the Learning Objectives in English Textbooks Created By English Education Department Students Using Revised Bloom's Taxonomy Framework

Learning objectives serve as a fundamental roadmap in instructional design, ensuring the alignment between teaching materials, activities, and assessments. The characteristics of effective learning objectives and their cognitive depth of learning objectives in English textbooks developed by English education students from the English Education Department. The research aims to: (1) analyze the extent to which the learning objectives reflect the characteristics of effective learning objectives based on the ABCD and SMART frameworks, and (2) analyze the distribution of these objectives to determine their cognitive depth across the cognitive domains of the Revised Bloom's Taxonomy. Using a qualitative document analysis method, data were collected from three student-created textbooks representing Elementary, Junior High, and Senior High School levels. The findings indicate that the student-writers demonstrated the ability to define the target audience and observable behaviors, successfully meeting the Specific and Measurable criteria. However, the objectives exhibit systemic structural deficiencies, particularly the frequent omission of condition, degree, and time-bound elements, which reduces the precision of assessment standards. Regarding cognitive depth, the analysis reveals a heavy reliance on Lower Order Thinking Skills (LOTS), with Applying (C3) being the most dominant level across all textbooks. While a positive progression is observed with the emergence of Higher Order Thinking Skills (HOTS) in the Senior High School textbook, critical thinking tasks remain significantly underrepresented in materials for lower educational levels. These results suggest that while English education students are proficient in formulating basic procedural objectives, they require further training to design structurally complete and cognitively balanced instructional goals.

Keywords: Learning Objectives, Textbook Evaluation, Bloom's Taxonomy, ABCD and SMART Framework, Instructional Design