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## THE IMPLEMENTATION OF BLOOM TAXONOMY REASONING VALUES IN FORMAL EDUCATION LEARNING: A PHILOSOPHICAL CONTEMPLATION OF DIALECTICAL THINKING BASED ON BLOOM'S TAXONOMY REASONING

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### ABSTRACT

The purpose of this scientific reasoning is to summarize the results of a presentation with the topic: 'The Implementation of Bloom's Taxonomy reasoning values in the formal education teaching' (addressed to teachers of SMK-1 Barunawati, Jakarta), in order to realize the 'third dharma of Community Service'. The effectiveness of presenting the application of Bloom's Taxonomy reasoning values for teachers of SMK-1 Barunawati, namely teachers are expected to be able to apply the teaching-learning process, so that students think systematically, analytically, and critically, and could be able to apply those reasoning values at the workplace in their future. The method used in this study is an analytical and critical qualitative approach, which is useful for the development of Bloom's Taxonomy values for vocational school teachers, as well as academicians in higher education. The systematic, analytical and critical qualitative approach is a scientific breakthrough to investigate creative and innovative thinking, in the development of Bloom's Taxonomy reasoning values, both in the teaching and learning process, as well as in the application in the workplace. The results of the thinking stage of Bloom's model on the Taxonomy of the level of thinking were modified into two stages, first, the lower-order thinking category includes: remembering-understanding-applying; and the second is: analyzing-evaluating-creating, classified as higher-order thinking. In this context, education in general adopts the six stages of thinking of Bloom's new concept that was divided into two categories.

### KEY WORDS

Bloom's taxonomy, remembering, understanding, applying, analyzing, evaluating, creating.

Understanding 'Bloom's Taxonomy' is a must for teachers and academicians. All formal educational institutions in the world have adopted Bloom's order of thinking at all levels of education. Bloom's taxonomy has become an obligatory reference for teachers and scholars. Internalizing the meaning of its verb is fundamental reasoning. Developing logical thinking by interpreting Bloom's operative verbs is the point of scientific thinking. By contemplating deeply, we will find that the operative verbs contain the essence of their appropriate application to the use of affirmative sentences.

The basic question is how to distinguish and give meaning that is significant to be understood clearly. Further, each operative verb at each level of thinking has a substantive meaning to be applied in each affirmative sentence. The critical question above is fundamental; because we are dealing with a qualitative approach and the verb meaning within is a 'power' of each verb that is classified as an operative verb.

The problem is that the form of understanding between each operative verb has different meanings and interpretations if it has not been operated. Further, we are dealing with verbs, in which each verb's content differs from one verb to another. In other question, why does



each imperative sentence feel similar in expressing its explanation? What is the right way to measure the explanation so that it unappears as 'uncollision' in meaning? Does the distribution of the verbs according to the context increase the meaning? All those questions must be answered with appropriate and concrete meaning, because all verbs contain the depth of their respective meanings.

An example of a somewhat confusing use of an operative verb is 'distinguishing' at the level of remembering compared to the operative verb 'comparing' at the level of understanding. And, it is doubtful that the meaning will increase, if it has not been realized in the right affirmative sentence, at each stage. This is a fundamental problem, and a teacher must continue to explain its application in the context of its sentence.

This issue needs to get a deep articulation, because, if the understanding of the analysis is shallow and simplified, then, the increasing meaning does not have an impact and effect on the power of analysis and synthesis for students or even teachers and lecturers. The implication, we will continue to walk flat at the memorization order, the reasoning process that is not rooted. The depth of reasoning becomes barren because we are used to living with practical things and staying in common teaching-learning processing on flat thinking.

In this introduction, just limit the description to qualitative critical thinking, so that a learner's way of thinking is guided to a deeper, clearer, and measurable level. This description is important because we are more focused and oriented on the cognitive domain. While the other two domains, namely affective and psychomotor, can only be imagined to emphasize the level of the thinking process, in logical and measurable sentences.

### THE EARLY DISCOVERY OF TAXONOMY

The word taxonomy comes from the Greek words 'tassein', meaning to classify, and nomos meaning rules. So, taxonomy lexically means, 'the activity of classifying thinking rules. And, the meaning of the derivative word is a process of classifying the order of thinking stages that increase from the lowest to the higher order, and contain the complexity of all the potentials of human thought.

Starting from the simple discovery of 3H by Johansen, an Italian citizen. The first H is called Head (cognitive), the second H is Heart (affective), and the third H is Hand (psychomotor). These three elements are cycles that are interrelated with each other in their respective functions. The brain (head), functions to continue to think, and relates to cognition. The corners of the brain contained billions of cells left and right, which became the human "multi-intelligence puddle". The heart functions to feel and carry out the task of affection encourages human behavior through a deep sense and leads to an attitude. The hand (H), serves to carry out tasks to and for at the command of the brain which is internalized by the heart, as the intermediary element.

The three domains mentioned above are the basic cycle of human intelligent attitude. However, in the cognitive realm, discussion and explanation are increasingly sharpened and expanded to deepen teachers' exploration not only as 'human beings', but especially as 'thinking being' or as 'rational beings'. This phrase is confirmed by the modern philosopher Rene Descartes with his legendary sentence in Latin: 'cogito ergo sum', I think, I am or I think, I exist (Cogito means I think, which is derived from the infinitive Latin 'cogitare', and ergo is just a conjunction 'so', and the word "Sum, is derived from the word 'esse' Latin for the first person I" is 'be' English language 'am' to the I), meaning to show the existence of human beings by 'rational thinking'.

Thinking means that there is a process of brain activity to process all deposits of knowledge that are not silent. This means Bloom's taxonomy reinforces the words of Rene Descartes. It should be stated here because pragmatic thinkers always imagine that thinking means only trying to "get" or to "have". In fact, the essence of thinking is not only 'to have', but also to experience the whole thinking process 'to being'.

Those statements above had been further strengthened by the Philosopher and Educational Thinker Whitehead (Process and Reality, 1979) who said: "*human is always in the process of becoming...*". Since, thinking activity is indeed a continuous process.



The continuity of human thought that dominates this realm of meaning finds its affirmation contained in the four pillars of education from UNESCO, which is congruent with Bloom's taxonomy. Those education pillars are: learning to know, learning to do, learning to be, and learning to live together. Learning to know is a continuous thinking process. This continuity of thinking must be manifested in psychomotor actions. This will realize self-existence to be a person or "to be", and live together with another human being.

### TRACKING THE REAL OF MEANING TAXONOMY

*Remembering (C1)*. First and foremost, human is constantly learning to ask questions to know (learning to know), knowing what they are faced with, and dealing with human as 'thoughtful being'. Knowing means taking a distance or distance from the object in front of the subject as a meaningful phenomenon in the human mind. Knowing means that there is a process of transformation of objects from outside the human self that exist within the realm of consciousness or cognition, which settles and is remembered as memory (Aristotle's inductive aposteriori). This is the point that is still at its lowest level according to Bloom. At this point, we can classify it as a field of ontology that covers all the first levels of human cognition, namely remembering.

The plains of thinking about knowing to get a very essential focus from two philosophical thoughts, namely the empirical school which says: all knowledge comes from human experience. They argue that "all knowledge must correspond to experience" (inductive). However, Immanuel Kant brilliantly reversed this statement and said that "all experience must correspond to knowledge" (deductive). The arguments of these two schools remind us of the early thinking about the development of two pillars of science which are deductive reasoning (Plato) and inductive reasoning (Aristotle). The two pillars of science have been applied since Plato and Aristotle's era up to today, particularly in all higher education.

Deductive and inductive concepts will continue developing as long as humans still love science. Every scientist can take a position to determine the tendency to argue a priori deductively (knowledge is from the beginning, a priori rooted in Latin 'prius', before). And, knowledge is also inductive aposteriori (knowledge is obtained after experiencing, post means after). Up to the current time, academicians are following of these two pillars of science. Higher education as a scientific institution always requires students and lecturers to conduct research using deductive and inductive reasoning as the fundamental frame of the scientific method.

This viewpoint can be connected to internalizing Bloom's Taxonomy order of thinking, which increases the power of thinking and the complexity of human knowledge. Because, human reasoning cannot just stop at the plains of ontology (knowing the phenomenon), but also must continue finding and processing it through the method of science (epistemology), which leads to axiology values (beneficial to human themselves). Related to this power of thinking, educators also simulate Hegel's dialectical frame of mind on Thesis-Antithesis-Synthesis. Based on these philosophical dielectrics, Bloom's followers rely on their scientific thinking.

In the year 1950s, Bloom began his thought order using nouns for all stages of thinking. The taxonomy thinking order of Bloom's original work was: Knowledge-comprehension-application-analysis-synthesis and evaluation. However, in the 1990s, Lorin Anderson, (a former student of Bloom) and his followers argued that the realm mind always moves as continuously proceeding. Therefore, all those nouns must be changed into progressive verbs, with the following encompasses: remembering—understanding—applying—analyzing—evaluating—creating; in the sense of 'present continuous'. The present participle by adding the form 'ing' to the infinitive verb indicates 'an action is going on proceeding' which when parsed into a sentence, actually is the continuous action that is proceeding.

Here the writer does not go into the area of language analysis, but to enable understanding, we can not avoid the depth of word meaning in the context of the sentence. There is a slight difference between the present participle and continuous tense. The word



'remembering' is a present participle. "is remembering" is the present continuous. However, it is not a "gerund" in the linguistic sense; There are some people who interpret it as a 'gerund' and understand it as a 'verbal noun'. Since, 'gerund' is the verb that gets noun meaning; and, recognizing it as a 'verbal noun'. Based on the depth of this language description, Bloom's followers describe the changing of nouns into verbs in the above sense, becomes, action is proceeding.

In the first order 'remembering', Bloom's followers said that this foundation is the beginning of a way human absorb the material objects they face and deal with them as subjects. That statement can be proven through operative verbs. The verbs in question are: to memorize, to register, to show, to locate, to repeat, to recall, to read, to write, to listen., to choose, to record, to sort, and to underline.

Furthermore, with the fundamental knowledge regarding operative verbs, is hoped that the teacher's role as facilitator and motivator is just directing. In contrast, the role of the student is to respond to the entire subject matter of the lesson. Responding means proactively playing a major role in the teaching and learning process. In this sense, the student's response is also in the present continuous position. That is being actively doing all things that are practiced through psychomotor functions at the same time. That's why all infinitive verbs must be changed by adding the suffix 'ing' to show an action is proceeding.

Uncovering operative verbs for the stage of 'recalling', so that internalization 'remembering' becomes complete to capture a more concrete meaning. The question is: where is the meaning that activates human reasoning so that a noun like 'knowledge' changes to 'remembering' to experience the active meaning proceeding? Is inactive meaning change just a noun changing into a mere participle verb? Or does it have an active meaning because of it is activated by human reasoning? This is the fundamental question postulated by linguists, based on each argument that makes sense from a certain point of view. Therefore, it becomes 'weird' if there are academics who are still trying to maintain all nouns in the new Bloom's Taxonomy sense.

Examples of operative verbs from the level of remembering: 'to repeat'. The operative verb 'to repeat' means containing meanings of the overall human memory of all objects that have been encountered and faced with it as a subject. And, is completely also expressed again through sentences that represent the whole human memory. Example of the verb "to remember", this word feels active because the 'to infinitive' is added to remember, or the suffix "ing" is added at the word remember becomes "remembering". That is, all objects that have been experienced, are still entirely deposited in the memory. The students' frame of mind in the form of an affirmative sentence, defining and processing again all things experienced, to be informed entirely again, without changing all the results of the sediment in their memory.

Analyzing 'remembering' is important so that all the meanings contained in any operative verb, become clear to students. Because, in dealing with language structure, we always will face the existing verb and its meaning in the verbal sentence. For example, the verb 'to define' is of course different in meaning from the verb 'to dream' or daydream. All verbs can be defined according to their meaning contained therein. However, all those verbs are not necessarily operative in their use. All of this is related to the deep understanding of language. On this plain, the students will easily show that the operative verb is "defining" for internalizing the taxonomy order of 'remembering'.

*Understanding (C2)*. At this stage, we are entering and learning to 'understanding' (verstehen). This means that the result of the deposition of knowledge contained in human cognition, which actively remembers all of its experiences, is transformed in the form of affirmative sentences to be implemented in the realm of praxis at the angle of cognition whose degree of activity begins to increase meaning. At this level, we are entering the area of understanding to carry out the commands and functions of "changing" human cognition from simply "receiving", and knowing that all objects encountered and dealing with them experience a "distance" to see each word operative work, in their respective functions.

The following is giving a more detailed description of the object that is the reference for thinking. The order of understanding the object experience an increase in certain meaning by



choosing and applying appropriate operative verbs, giving meaning to be understood. On this level too, the meaning of all operative verbs which are implemented in affirmative sentences becomes the meaning of understanding. All operative verbs at this level of understanding, are described as experiencing significant changes in the form of sentences or statements that have changed all their catch objects. In fact, the changes that occur have climbed to the level of "deconstruction" from the initial construction of objects that are remembered by the human mind.

The next words can prove an increase in the meaning belonging to the level of "understanding", for example, to interpret, to infer, to resume, to paraphrase, to classify, to compare, to explain, to give a main idea, to describe. One by one defining the meaning content contained in each of the above verbs is to interpret. It can be given the meaning that all memory captures that are as they are at the "memorizing" level are given new meanings, manifested in sentences that contain new content. Examples of questions or terms that are loaded with meaning from the word interpretation, for example: "management," is a noun that contains various meanings of interpretation before there is an order to give a certain meaning to it.

The question about the word "management" reads: try to define what management means! then students will immediately know that this question must be categorized in the level of "memorizing". Since all the results of memory or knowledge deposits will be discussed without giving new meaning. On the other hand, if the question is changed: what does 'management' mean? then this question is categorized as an 'understanding' stage. Because we are questioned to give a new meaning to the word management. Then the answer could be giving a new meaning to the word management. So, the answer will have a different meaning.

In the process of interaction between a teacher and the students to convey a message, both parties need to understand that both the encoding and decoding process will run efficiently and effectively, because there is no interference. In dealing with that point, the explanation in classifying the answer mentioned is as the second "cognitive" (C2). The same description is applied to the infinitive verb 'explain', and the other operative verbs at the level of 'understanding'.

By knowing the process of logics activity at the level of "understanding", we can point to examples directly by looking at the product, that the meaning of the word "management" at the level of "understanding", with the indicators can be written in their own sentences. However, these explanations and descriptions are actually just beginning to lead us to touch on the meaning of the word management, according to Bloom's taxonomy understanding.

*Applying (C3)*. The third level of Bloom's taxonomy is "application", a noun that is changed to "applying" which is a continuous progressive verb. This is intended as an effort to activate logic as well as to move some parts of the body that function to carry out the orders of the brain (the ordering of cognitive human beings) so-called the term psychomotor; for example 'driving a car and eye-hand coordination task such as sewing.

In this application plain students as learners will utilize information in a different context from what has been learned in the classroom. Operative verbs at the "applying" level that represent other verb sequences are: translate, manipulate, illustrate, calculate, interpret, create, practice, apply, operate, interview, describe, change, share, show, solve problems, combine, demonstrate, dramatize, develop, construct, use, adapt.

The role played by the teachers at the implementing level is showing correct examples of all learning materials that are operated. Facilitate and stimulate students during the teaching and learning process. Observing the process of teaching and learning activities. Evaluating as well as providing an assessment of the results of the teaching-learning process. Organizing the teaching and learning process. Teachers, at a certain time, give and ask questions to show that students must be proactive to solve existing problems and be problem solvers. Demonstrating learning materials in front of the class. Combining all the different and the same elements in the learning materials provided by the teacher. Actively provide and complete incomplete learning materials from the sources indicated by the teacher during the learning process. Provide and show illustrations needed in front of the



class, so that friends and teachers know. Conduct mind construction by executing and using adequate facilities in the teaching and learning process.

Until the application level, all explanations are not sufficient to clearly know the level of thinking that gives meaning increases. On the level of remembering students are invited to restate either orally or in writing all the deposits of knowledge from the past to the present without changing or adding elements within. In the application, stage students are encouraged to understand as well as to apply it.

Applying means using and executing all existing learning materials. The question is what is the right and effective way to apply it so that the results of the learning activity products appear? The results of the application will show its activities and products by constructing a model to show how something works correctly. Practicing all the material given during the teaching and learning process, illustrating an event, as well as giving an example, writing down the scenario, and creating a topographic map. Making portraits and displaying them according to special topics. Creating a puzzle or game based on the existing topic.

*Analyzing (C4)*. By mentioning the meaning of a noun such as 'communication' for example, and then explaining the meaning of the noun, we can understand its meaning. Using practical examples is the duty of a teacher. Further "unraveling" the learned information, and revealing the relationship among all its components is the task of the teacher. And, the main thing is to investigate and analyze the depth of word meaning, as the core of the taxonomy of higher-order thinking. Analyzing means examining the meaning content of a word, as part of a 'sign' in semiotic meaning; namely looking for the concept of the visible 'signifier'. The parts of each construct are analyzed individually while looking at the interrelationships between all the elements involved. This is the area of analysis that reveals the truth of the meaning of each sign of the analyzed word.

We are entering increasingly complex territory at a higher level of thinking. The increasing spread of meaning is seen in the power of analysis that reaches and touches all elements. Analyzing serves to explain the blurring of all the elements that exist in the whole, about how to express and transform them. Distinguishing and interpreting the meaning of a term in a certain context will undoubtedly have very different meanings and functions in its context (Phenix H. Philip, *Realm of meaning*, 1964).

The operative verbs used in the analysis area are: to compare, to organize, to deconstruct, to outline, to invent, to construct, to combine, to examine, to assess, to experiment, to distinguish, to sort, to survey, to detect, to analyze, to classify; as well as other equivalent operative verbs in revealing the truth of the elements involved. If an interrogative sentence is given which implies the meaning of one or more of the question words mentioned above, it will lead to a double-meaning interpretation in interpreting the real meaning. Examples of interrogative sentences expressed in English, for example: how did each bear react to what Goldilocks did? How would you react? Compare Goldilocks to any of your friends. Do you know pets that act human?

By presenting some of the question sentences above, we understand that the form of questions in Bloom's taxonomy level is starting to be revealed, and contains the meaning of using operative verbs, without having to explicitly use one of the operative verbs. The question sentence "how did each bear react to what Goldilocks did?" does not clearly and distinctly refer to one of the operative verbs as mentioned in the sequence above.

However, learners will easily say that the interrogative sentence has revealed one or more operative verbs, namely sentences that ask "process" to "compare" as well as "to distinguish" the components contained in the text; that is, two conditions that are used as a comparison. In the question sentence, a student can answer and reveal the meaning of the question through two perspectives. First, students will reveal the process and compare the two things they know. Second, students will try to identify the two things, while at the same time distinguishing in detail all the components contained in it, and, at the same time looking for the meaning of the interrelation between all the components involved within.

The same thing will be seen clearly in the second interrogative sentence, which is imperative and contains the operative verb directly. Example: compare Goldilocks to any of



your friends. In this interrogative sentence, explicitly refers to only one operative verb, namely "to compare". The same applies to the question: do you know pets that act human? This interrogative sentence refers directly to the comparison of an action of two very different things. However, being asked "as if" has the same nature.

By pointing to some of the examples revealed in the analysis above, sure we are not referring only to the process of dividing the whole element or its elements. More than that, in fact, all learners are required to identify and reveal the meaning of the concepts among various ways to express the content of meaning contained in the imperative sentence. Therefore, the analysis serves to clarify all the elements within.

*Evaluating (C5)*. The philosophical interpretation of the fifth component in Bloom's taxonomy level of thinking is "Evaluating". Analyzing answers to basic questions at the level of "evaluating" for example: (1) what does this expression mean? (2) Why were the bears angry with Goldilocks? (3) Do you think she learned anything by going into the bears' house? Explain your answer! (4) Would you have gone into the bears' house? Why and why not?

First of all, it must be stated that all types of questions at the "evaluating" level presuppose an assessment and justification of a certain condition. Judgment means looking back at an event that has happened before or an event that precedes it and evaluation is concerned with the problem of justification. Teachers judge because teachers need results or consequences and justifications for those previous teaching-learning process actions. In that assessment, teachers must examine one of the components and the interrelationships between all these components. The importance of justification is to get the validity of justification as the final determinant of that teaching-learning process that has taken place previously.

The questions above must be disassembled one by one to see the meaning of the "signifier" in them (1) The first question is a form of an in-depth question because it asks about the meaning of an expression. It's not an "ordinary" question. Not questioning "phenomena", but questioning "noumena" which is the whole meaning hidden behind the word. That is the noun that must be sought by giving meaning to it. In the context of the "teaching and learning process" teachers need to provide opportunities for students to explore all phenomena with their own thinking power. They need to be accustomed to exploring their minds by answering all the evaluative questions given (2) The same applies to the second question: why were the bears angry with Goldilocks? Ask about reasons or "reasoning". This means that the question also includes evaluative questions, namely giving reasons by thinking about it deeply and looking for the noumena or deep meaning behind it. The meanings contained in the answers will prove the quality of thinking of students. In this question, the teacher must try motivating students to criticize and deepen reading related to the scientific field they are studying.

The task of the teachers in the context of evaluative questions is not only to look for "phenomena" but to provide space for students to think about what is behind them. That's the answer to the question "why" (3) The same applies to the evaluative answer to the third question: do you think she learned anything by going into the bears' house? In this third question, students must imagine that the teacher is asking about an event in the past. All events classified as past must be evaluated by explaining the content of meaning contained therein. The answers to the third question will prove the extent to which students give reasons and evaluations for the content of the question (4) On the fourth question: would you have gone into the bears' house? There's also a reason why! This question presupposes an answer about the nature of events that may have been experienced. This question uses past future present perfect. If the 'present perfect' talks about all events that have occurred in the past until the time of speaking have been completed and the result is perfect, then the 'past future' "presupposes" all that happened. Although this question is 'past future present perfect' the answer still asks for a description of its evaluative nature. According to Immanuel Kant (Critique of Pure Reason, 1989), questions related to presuppositions in the past, even though we cannot prove that an event has a purpose, we must consider it "as if" has a purpose. This is a thought presupposition that refers to our knowledge as thinking human being. This opinion aims to prove Kant's assertion that "all experience must correspond to



knowledge" (a priori). Kant's opinion is in contrast to the opinion of the empirical school which said: "all knowledge must be in accordance with experience" (a posteriori). As learners, our position is between the two opinions above, which is to train the mind to be a priori and at the same time understand a posteriori. According to logical thinking, all learners should be given space and time to prove those two things in the teaching-learning process for the next life. Since learners do not just carry out the tasks: 'learning by doing or doing by learning', but the main thing is 'lifelong learning'.

*Creating (C6)*. Creating at Bloom's taxonomy level is placed in the last position of all levels of Bloom's higher-order thinking, because the level of creative thinking is a "synthesis" which adopts all thinking components into a unified whole, and becomes the final product of the entire thinking process. In this regard, organizing ideas and the integrity of the mind becomes very important. Since, at this level, our reasoning is relatively systematic, holistic, analytical, rooted, and critically unraveling the whole 'process' of our thinking as learners. In Hegel's work, synthesis is the last order of the following: Thesis-Antithesis and Synthesis. Antithesis is the reaction and response of the mind that contrasts with the thesis. On the other hand, synthesis is the main combination and conclusion of all the thinking components involved in the whole. Synthesis is the final point of achievement which is the antithesis of the antithesis itself.

Let's look briefly at the term philosophy of science so that our mind is rooted on the basis of science, namely: Ontology—Epistemology—Axiology. Ontology is all phenomena faced by a human being as a subject of knowledge of this nature. It is a science that talks about all reality, everything that exists, but only to the extent that reality "exists". So, it is not related to the noumenal concept.

In the field of ontology, there are two structures that we should know, namely the structure of matter-form and the structure of essence-existence. The structure of matter-form is closely related to Aristotle's teaching on 'hylomorphism' which was taken over by Thomas Aquinas and perfected it. According to Aquinas, everything that is bodily, and physical consists of the first matter and form. These two elements are not two 'things'. They are two metaphysical principles that are inextricably attached. The matter is that from which something arises. In another word, he is the first subject from which something happens because of himself. Or, it is a rudimentary "substance"—which is still in its potential and which has yet to become actus. Meanwhile, form is actus, by which all physical things get their actual way of being. In other words, it is formed that makes something potentially actual, so that it has a way of being. And, that form is already contained in matter.

The essence-existence structure proposed by Aquinas is an essence (substance) and existence (being). Essence was derived from Latin 'esse' means 'be'. The essence shows what something is (what something 'be'), and existence shows something exists (that it is); in relation to understanding synthesis (creating) in Bloom's taxonomy. The writer does not go too far to explain the essence and existence because both terms have a transcendental meaning. However, thinking of 'internalizing for noumena', is the hope.

The operative verbs involved in synthesis or creating are: designing, constructing, planning, producing, inventing, devising, and making. The content of meaning behind all these operative verbs is at the peak of Bloom's taxonomy understanding sequence. To dissect all the verbs above, we adopt several questions or imperative sentences that implicitly or explicitly contain verbs, for example: (1) List the events of the story in sequence (2) Do you know any other stories about little girls or boys who escaped from danger? (3) Make a diorama of the bears' house and the forest (4) Make a puppet out of one of the characters (5) Using the puppet, act out his or her part of the story.

In creating or synthesis, the meaning behind it is very integrated and complete in understanding. And, it is the duty of teachers to develop general concepts in order to form the interrelationships between various experiences. Some of the concepts may be very abstract in interpreting a theory. And, the possible nature of meaning can be distinguished and the relationship between all components is shown as the whole human experience, in expressing and organizing the meanings contained therein, as a single pattern of meaning. In other words, the basis for the development of the synthesis is a combination of analysis





and evaluation. Since, analysis functions to look at the components individually, the evaluation seek to justify and seek justification for it. The quality of the meaning of the synthesis is very dependent on the quality of the meaning of the analysis and evaluation. In other words, the validity of the preceding structure largely determines the meaning of the synthesis.

## **CONCLUSION**

Up to this point, we can conclude in brief that, the meaning or significance of the rising ascension of thinking towards the peak of complex, holistic, and complete thinking is based on remembering. By remembering we are able to give a description of the object or idea that is remembered and understand it distinctively. The third level of thinking is applying what has been understood. Apply means use. Every individual involved absorbs all the information provided. Learners will become familiar when they see one of one the elements contained in the whole through careful analysis.

Based on the meaning of all the elements in the whole, we are able to carry out evaluations to justify individually and as a whole the elements in the system as a unified whole. Ultimacy of thinking that increases in Bloom's taxonomy lead us to a complete structure that is the result of the production of reasoning and the creative process of human learning. Everything can be read as a whole product by following our understanding of reasoning as human learners.

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