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A CROSS-COUNTRY EXAMINATION OF BLOOM'S TAXONOMY IN ENGLISH CURRICULUM FRAMEWORKS: INDONESIA AND THE PHILIPPINES

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ABSTRACT

English curriculum objectives play a crucial role in shaping learners' competencies, instructional practices, and educational outcomes. Bloom's Taxonomy provides a widely recognized framework for evaluating the distribution and complexity of curriculum learning objectives. Therefore, this study aimed to compare the learning objectives contained in the Grade 7 English curriculum frameworks of Indonesia and the Philippines through the lens of Bloom's Taxonomy. This study employed a qualitative document analysis using Bloom's Taxonomy-based content analysis. The data sources consisted of the Grade 7 English syllabus of Indonesia's 2013 Curriculum (K-13) and the Philippine K–12 Basic Education Curriculum. A total of 221 learning objectives were analyzed, including 47 objectives from Indonesia and 174 objectives from the Philippines. The objectives were classified into the cognitive, affective, and psychomotor domains and validated through investigator triangulation involving English teachers from both countries. The findings revealed both similarities and differences between the two curricula. Both curriculum frameworks emphasized cognitive learning and communicative language development; however, the Indonesian curriculum primarily focused on lower-order cognitive processes and demonstrated a stronger emphasis on affective development, character formation, and value-oriented learning, whereas the Philippine curriculum showed a broader distribution of objectives across cognitive, affective, and psychomotor domains, with greater representation of higher-order thinking skills, communicative competence, and performance-based learning outcomes. These patterns reflect the differing sociolinguistic contexts of English language education in EFL and ESL environments. The study concludes that curriculum objectives are strongly influenced by educational and sociolinguistic contexts and recommends that future curriculum development integrate character education, higher-order thinking skills, and communicative competence to achieve a more balanced English language curriculum.

Keywords: *Bloom's Taxonomy, curriculum analysis, English syllabus, Indonesia, Philippines*

INTRODUCTION

English has become one of the most important languages in education, international communication, academic mobility, and global workforce participation. As educational systems seek to prepare students for increasingly interconnected societies, English language education has gained strategic importance in curriculum development worldwide. Within language education, curriculum frameworks serve as essential guides that determine learning

objectives, instructional content, assessment practices, and expected learner outcomes. Among these components, learning objectives occupy a central position because they articulate the knowledge, skills, attitudes, and competencies students are expected to achieve throughout the learning process. Consequently, the analysis of curriculum learning objectives can provide valuable insights into educational priorities and the competencies promoted by a particular educational system (Tyler, 2013; Ornstein & Hunkins, 2018).

The formulation of learning objectives is closely associated with curriculum quality and educational effectiveness. Well-designed objectives guide teachers in selecting appropriate instructional strategies and assessments while ensuring alignment between curriculum goals and learning outcomes. To evaluate learning objectives systematically, educational researchers frequently employ Bloom's Taxonomy, a widely recognized framework for classifying educational objectives according to different levels and domains of learning (Bloom et al., 1956; Anderson & Krathwohl, 2001). Bloom's Taxonomy has been extensively applied in curriculum evaluation, textbook analysis, assessment design, and instructional planning because it enables researchers to examine the complexity and balance of intended learning outcomes. Through the cognitive, affective, and psychomotor domains, the framework provides a comprehensive perspective on learner development beyond the acquisition of knowledge alone (Krathwohl et al., 1964; Simpson, 1972).

Differences in curriculum objectives are often influenced by educational contexts and language policies. This situation is particularly evident in Southeast Asia, where English serves different roles across countries. Indonesia is generally categorized as an English as a Foreign Language (EFL) context, where English is primarily learned through formal education and has limited use in daily communication. In contrast, the Philippines is commonly regarded as an English as a Second Language (ESL) context in which English functions as one of the official languages and is widely used in education, government, media, and everyday interactions (Kirkpatrick, 2010; Bautista & Gonzalez, 2006). These differing sociolinguistic environments may influence how curriculum developers formulate learning objectives and define the competencies expected from learners.

Comparative curriculum studies have increasingly been utilized to examine how educational systems translate national priorities into curriculum frameworks and learning outcomes. Previous studies have reported substantial variations in curriculum

implementation, language policy orientation, and learner competencies across different educational contexts (Nasir et al., 2022; Calambro, 2020; Sugiarto et al, 2026). Comparative analyses involving Indonesia and the Philippines have also identified differences in curriculum structure, educational priorities, and approaches to language education. These studies highlight the value of cross-national curriculum comparisons in understanding how local contexts shape educational practices and learning expectations. However, most existing comparative studies have focused primarily on curriculum structure, policy implementation, or general educational outcomes rather than examining the learning objectives embedded within curriculum documents.

Furthermore, Bloom's Taxonomy has been widely employed to analyze textbooks, instructional materials, assessment tasks, and lesson plans. Previous studies have demonstrated its usefulness in identifying the distribution of learning objectives and cognitive demands in educational materials (Akrong et al., 2021; Susanti & Mahaputri, 2022; Salsabila & Wahidiyati, 2024). Despite the growing body of research on Bloom's Taxonomy, limited studies have systematically compared Grade 7 English curriculum objectives in Indonesia and the Philippines across the cognitive, affective, and psychomotor domains. As a result, there remains insufficient understanding of how these two educational systems conceptualize learning outcomes and prioritize learner competencies through their curriculum objectives. Addressing this gap may contribute to both comparative curriculum scholarship and English language education research by providing insights into how EFL and ESL contexts influence curriculum design.

Therefore, this study aims to compare the learning objectives contained in the Grade 7 English syllabi of Indonesia and the Philippines using Bloom's Taxonomy as an analytical framework. Specifically, this study seeks to answer the following research questions: (1) How are the learning objectives in the Grade 7 English syllabi of Indonesia and the Philippines distributed across the cognitive, affective, and psychomotor domains of Bloom's Taxonomy? (2) What similarities and differences exist in the application of Bloom's Taxonomy between the two curriculum frameworks? and (3) How do the identified patterns reflect the educational and sociolinguistic contexts of English language teaching in Indonesia and the Philippines?

REVIEW OF THE LITERATURE

Bloom's Taxonomy in Curriculum Studies

Bloom's Taxonomy is one of the most influential frameworks in educational research and curriculum development. Originally developed to classify educational objectives according to different levels of learning, the taxonomy provides a systematic framework for organizing learning outcomes and evaluating instructional effectiveness (Adams, 2015). The framework has been widely adopted in curriculum design, assessment development, textbook evaluation, and instructional planning because it enables educators to determine the complexity and depth of learning expected from students.

The revised version of Bloom's Taxonomy emphasizes six cognitive levels, namely remembering, understanding, applying, analyzing, evaluating, and creating (Kartini et al., 2022; Nafiati, 2021). In addition to the cognitive domain, Bloom's Taxonomy also includes affective and psychomotor domains, which focus on learners' attitudes, values, emotions, and practical skills (Handayani et al., 2018; Azzahra et al., 2026). Together, these domains provide a comprehensive framework for understanding learner development and educational achievement.

Previous studies have demonstrated the usefulness of Bloom's Taxonomy in analyzing curriculum documents and educational materials. Nurmatova and Altun (2023) argue that Bloom's Taxonomy assists educators in designing learning experiences that promote both lower-order and higher-order thinking skills. Similarly, Akrong et al. (2021) utilized Bloom's Taxonomy to evaluate English language textbooks and found that learning materials often emphasize lower cognitive levels. Research conducted in various EFL contexts has also reported an imbalance between lower-order and higher-order cognitive objectives in English language learning resources (Shuyi & Renandya, 2019; Arsana et al., 2023).

Within English language education, Bloom's Taxonomy has frequently been employed to analyze textbooks, assessments, and learning activities. Studies by Ekalia et al. (2022), Qisthi et al. (2025), and Nova et al. (2025) revealed that many English learning materials continue to focus primarily on remembering and understanding, while higher-level cognitive processes such as evaluation and creation receive comparatively less attention. Similar findings have been reported in assessment-related studies, where examination questions and summative assessments tend to concentrate on lower cognitive levels (Salsabila &

Wahidiyati, 2024; Dewi & Sa'diyah, 2025). These findings highlight the importance of Bloom's Taxonomy as a framework for evaluating curriculum objectives and determining whether educational systems promote comprehensive learner development across cognitive, affective, and psychomotor domains.

Comparative Curriculum Analysis

Comparative curriculum analysis is an important field of educational research that examines similarities and differences among curriculum frameworks across educational systems, regions, or countries. Such analyses enable researchers to understand how educational goals, cultural values, language policies, and national priorities influence curriculum design and implementation (Liu & Wang, 2016). Through comparative studies, educators and policymakers can identify best practices, evaluate curriculum effectiveness, and gain insights into diverse approaches to teaching and learning.

In recent years, comparative curriculum research has gained increasing attention due to globalization and the growing importance of international educational standards. Curriculum comparisons provide valuable information regarding the competencies emphasized within different educational systems and how these competencies are translated into learning objectives and classroom practices. According to Nuraeni et al. (2024), English curricula across ASEAN countries exhibit notable differences in language policy orientation, learning outcomes, and instructional approaches. Similarly, Astuti (2023) found variations in curriculum implementation among ASEAN nations, reflecting distinct educational priorities and sociolinguistic contexts.

Several studies have specifically examined curriculum differences involving Indonesia and the Philippines. Calambro (2020) compared junior high school English curricula in both countries and identified variations in curriculum structure and instructional focus. Likewise, Nasir et al. (2022) reported similarities and differences between Indonesian and Philippine curricula in terms of educational goals, content organization, and implementation strategies. More recently, Cahya et al. (2024) and Asyifa et al. (2025) highlighted differences in curriculum content, competency expectations, and language learning objectives between the two countries.

Although previous studies have contributed significantly to comparative curriculum

scholarship, most have concentrated on curriculum structures, policy implementation, and instructional approaches. Limited attention has been given to the systematic analysis of learning objectives using Bloom's Taxonomy, particularly across the cognitive, affective, and psychomotor domains. Consequently, there remains a need for research that explores how curriculum objectives reflect educational priorities and learner competencies in different national contexts.

EFL and ESL Educational Contexts

The distinction between English as a Foreign Language (EFL) and English as a Second Language (ESL) represents a crucial factor in English language curriculum development. The sociolinguistic role of English within a country significantly influences curriculum goals, instructional strategies, and expected learning outcomes.

In EFL contexts, English is primarily learned as an academic subject and is not commonly used in everyday communication. As a result, learners typically rely on classroom instruction as their primary source of English language exposure. Educational programs in EFL settings often focus on developing foundational language skills, grammatical competence, vocabulary acquisition, and structured communication practices (Souzandehfar & Ibrahim, 2023). Indonesia is widely recognized as an EFL context because English functions mainly as a foreign language and is generally limited to educational and professional settings.

In contrast, ESL contexts provide learners with more extensive opportunities to use English beyond the classroom. English often serves as a medium of communication in education, government, media, and social interaction. The Philippines represents a prominent example of an ESL environment where English functions as one of the official languages and plays a significant role in daily life (Cabigon, n.d.). Consequently, English curricula in ESL settings frequently emphasize communicative competence, authentic language use, and higher-order language skills (Kimkiman, 2025).

Research has demonstrated that language learning objectives differ according to these educational contexts. Communicative approaches are often more strongly emphasized in ESL settings because learners regularly encounter authentic opportunities to use English (Guimaras & Suganob, 2024; Sitoy & Sonsona, 2024). The development of communicative

competence, as proposed by Canale and Swain (1980), is therefore closely aligned with curriculum goals in many ESL environments. Meanwhile, EFL curricula tend to place greater emphasis on structured language instruction and gradual language development before learners engage in more advanced communicative tasks (Elmahdi et al., 2025).

These contextual differences suggest that curriculum objectives in Indonesia and the Philippines may reflect distinct educational priorities. Therefore, comparing learning objectives between the two countries can provide valuable insights into how EFL and ESL environments influence curriculum design and learner expectations.

Learning Objectives and Competency-Based Education

Learning objectives constitute a fundamental element of curriculum development because they specify the competencies, knowledge, skills, and attitudes that learners are expected to achieve. They function as a bridge connecting curriculum goals, instructional activities, and assessment practices, thereby ensuring coherence throughout the educational process (Nunan, 1993).

The increasing adoption of competency-based education has further strengthened the importance of clearly defined learning objectives. Competency-based education emphasizes learners' ability to apply knowledge and skills in authentic contexts rather than merely demonstrating content mastery. According to Suriani et al. (2025), competency-based approaches require learning objectives that support the development of cognitive abilities, practical skills, and affective dispositions. Consequently, educational objectives should encompass multiple dimensions of learning to facilitate holistic student development.

Within syllabus design, learning objectives play a crucial role in determining instructional content, teaching strategies, and assessment methods. AZ and Munawwaroh (2024) emphasize that well-designed syllabi should clearly articulate learning outcomes that align with learner needs and educational goals. Similarly, Khasanah et al. (2024) argue that effective syllabus evaluation requires careful examination of the objectives embedded within curriculum documents because these objectives ultimately shape classroom instruction.

The principles of competency-based education are closely aligned with Bloom's Taxonomy. The cognitive domain supports intellectual development, the affective domain promotes values and attitudes, and the psychomotor domain focuses on skill performance

and application (Nasita et al, 2020; Putra et al., 2024; Nasrudin et al., 2024). Therefore, analyzing learning objectives through Bloom's Taxonomy provides a useful framework for evaluating whether curriculum documents promote balanced and comprehensive learner competencies.

In comparative curriculum studies, learning objectives offer valuable evidence regarding educational priorities and expected learner outcomes. Differences in learning objectives may reveal broader differences in educational philosophy, language policy, and curriculum orientation. Consequently, examining Grade 7 English curriculum objectives through Bloom's Taxonomy can contribute to a deeper understanding of how Indonesia and the Philippines conceptualize English language learning and competency development within their respective educational systems.

METHODOLOGY

Research Design

This study employed a qualitative document analysis design to examine the learning objectives contained in the Grade 7 English curricula of Indonesia and the Philippines. Qualitative document analysis enables researchers to systematically investigate educational documents within their original contexts and interpret the meanings embedded in curriculum texts (Patton, 2015). Since curriculum documents represent official educational expectations and learning targets, they provide a valuable source for understanding how learning objectives are formulated and organized within different educational systems.

The study adopted Bloom’s Taxonomy as the analytical framework for examining the distribution of learning objectives across the cognitive, affective, and psychomotor domains. Through this approach, the researchers compared how the two curriculum frameworks conceptualize learner competencies and educational outcomes.

Data Sources

The primary data sources consisted of the Grade 7 English curriculum documents from Indonesia and the Philippines. Specifically, the study analyzed the English syllabus contained in Indonesia’s 2013 Curriculum (K-13) and the Grade 7 English syllabus of the Philippine K–12 Basic Education Curriculum. These curriculum documents were selected

because they represent foundational stages of secondary English language education in both countries and provide explicit statements of intended learning outcomes (Cahyaningrum et al., 2018; Calambro, 2020).

The units of analysis were the learning objectives and competencies stated within the curriculum documents. Each objective was extracted and treated as a separate analytical unit for classification according to Bloom's Taxonomy.

Data Collection

Data were collected through document analysis. The researchers systematically reviewed the curriculum documents and identified all learning objectives associated with the four primary language skills: listening, speaking, reading, and writing. Each learning objective was then compiled into an analysis checklist for subsequent coding and categorization.

Document analysis was selected because it provides a systematic procedure for examining written materials and allows researchers to investigate educational content that is stable, context-rich, and publicly accessible (Patton, 2015). Through this process, all relevant learning objectives were extracted from both curriculum documents prior to the coding stage.

Data Analysis

The study employed content analysis to classify learning objectives according to Bloom's Taxonomy. Content analysis allows researchers to identify, code, and categorize textual data based on predetermined analytical frameworks. In this study, Bloom's cognitive, affective, and psychomotor domains served as the coding framework.

The coding process was conducted at the sentence or phrase level, with particular emphasis placed on the action verbs contained within each learning objective. These action verbs were used to determine the appropriate Bloom's domain and level represented by each objective.

The analysis followed five stages:

1. Reviewing the curriculum documents and identifying all learning objectives related to listening, speaking, reading, and writing skills.
2. Extracting and coding each learning objective according to the cognitive, affective,

and psychomotor domains of Bloom's Taxonomy.

3. Categorizing the coded objectives into their corresponding Bloom's levels using a classification checklist.
4. Calculating the frequency of occurrence for each category across the two curriculum frameworks.
5. Comparing and interpreting the distribution patterns identified in the Indonesian and Philippine curricula.

To illustrate the coding procedure, Table 1 presents examples of how learning objectives were classified.

Table 1. Example of Learning Objective Coding Based on Bloom's Taxonomy

Learning Objective	Action Verb	Domain	Category
Students use appropriate expressions to ask and provide information.	use	Cognitive	Applying
Students demonstrate politeness during classroom interactions.	demonstrate	Affective	Valuing
Students perform a short dialogue with peers.	perform	Psychomotor	Guided Response

Coding decisions were based on the operational definitions of Bloom's Taxonomy. The verb use, for example, was classified within the cognitive domain at the Applying level because it requires learners to apply previously acquired knowledge in a practical context. Similarly, demonstrate was categorized within the affective domain because it reflects the expression of attitudes and values, while perform was classified within the psychomotor domain because it involves observable physical execution of a task. This procedure was consistently applied to all learning objectives identified in both curriculum documents.

Trustworthiness

To enhance the credibility and trustworthiness of the findings, investigator triangulation was employed. Two independent English teachers, one from Indonesia and one from the Philippines, served as external raters and reviewed the classification of learning objectives. The raters independently evaluated the researchers' coding decisions and compared their classifications with the initial coding results.

Areas of agreement and disagreement were subsequently identified and discussed. When discrepancies occurred, the researchers and raters conducted collaborative discussions and revisited the operational definitions of Bloom's Taxonomy until consensus was achieved. This process helped minimize individual bias, improve classification accuracy, and strengthen the reliability of the findings.

FINDINGS AND DISCUSSION

Findings

Distribution of Learning Objectives Across Bloom's Taxonomy

Indonesian Grade 7 English Syllabus

The Grade 7 English syllabus of Indonesia consists of eight basic competencies containing a total of 47 learning objectives. These objectives were classified according to Bloom's Taxonomy across the cognitive, affective, and psychomotor domains. The classification provides an overview of how learning objectives are distributed throughout the curriculum and reveals the areas that receive the greatest emphasis.

Cognitive Domain

The analysis identified 47 learning objectives within the cognitive domain. Among these objectives, 10 were classified at the Remembering level (C1), 19 at the Understanding level (C2), and 18 at the Applying level (C3). No learning objectives were identified in the higher-order categories of Analyzing (C4), Evaluating (C5), or Creating (C6).

The distribution indicates that the largest proportion of objectives is concentrated at the Understanding level, followed by Applying and Remembering. The progression of objectives demonstrates a sequence that moves from knowledge recall toward comprehension and practical application of language knowledge. Figure 1 presents the distribution of cognitive-domain learning objectives in the Indonesian syllabus.

Affective Domain

The affective domain encompasses all five levels of Bloom's affective taxonomy. A total of 47 learning objectives were classified into this domain. Five objectives were categorized as Receiving (A1), 13 as Responding (A2), 1 as Valuing (A3), 6 as Organization (A4), and 22 as Characterization by Value Complex (A5).

The highest concentration of objectives appears at the Characterization level (A5), followed by Responding (A2). Fewer objectives were identified in the Valuing (A3) and Organization (A4) categories. This distribution demonstrates that affective objectives are represented across all levels of the taxonomy. Figure 2 illustrates the distribution of affective-domain learning objectives.

Psychomotor Domain

The psychomotor-domain analysis identified objectives distributed across four levels. Six objectives were categorized as Perception (P1), 13 as Set (P2), 23 as Guided Response (P3), and 5 as Mechanism (P4). No objectives were identified in the higher psychomotor levels, including Complex Overt Response, Adaptation, and Origination.

The Guided Response category contains the largest number of objectives, accounting for nearly half of the psychomotor objectives identified in the syllabus. The remaining objectives are concentrated in the lower psychomotor levels. Figure 3 presents the distribution of psychomotor-domain learning objectives in the Indonesian Grade 7 English syllabus.

Philippine Grade 7 English Syllabus

The Grade 7 English syllabus of the Philippines contains 174 learning objectives distributed across four academic quarters. These objectives were classified according to Bloom's Taxonomy within the cognitive, affective, and psychomotor domains. The classification reveals the extent to which learning objectives are represented across the different levels of the taxonomy.

Cognitive Domain

The analysis shows that all six levels of Bloom's cognitive taxonomy are represented in the Philippine syllabus. A total of 26 objectives were classified as Remembering (C1), 29 as Understanding (C2), 53 as Applying (C3), 22 as Analyzing (C4), 23 as Evaluating (C5), and 23 as Creating (C6).

Among these categories, Applying (C3) contains the highest number of objectives, followed by Understanding (C2) and Remembering (C1). The remaining objectives are distributed relatively evenly across the higher-order cognitive levels of Analyzing, Evaluating, and Creating. This distribution demonstrates the presence of learning objectives across all levels of the cognitive domain.

Affective Domain

The affective-domain analysis identified learning objectives across all five levels of Bloom's affective taxonomy. Seventeen objectives were classified as Receiving (A1), 76 as Responding (A2), 19 as Valuing (A3), 41 as Organization (A4), and 21 as Characterization by Value Complex (A5).

The Responding category (A2) contains the largest number of objectives, accounting for a substantial proportion of the affective objectives identified in the syllabus. The Organization category (A4) also contains a considerable number of objectives, while the remaining objectives are distributed across the other affective levels. Overall, the affective domain is represented throughout all levels of the taxonomy.

Psychomotor Domain

The psychomotor-domain analysis indicates that learning objectives are distributed across seven psychomotor levels. Forty-six objectives were classified as Perception (P1), 13 as Set (P2), 11 as Guided Response (P3), 54 as Mechanism (P4), 25 as Complex Overt Response (P5), 8 as Adaptation (P6), and 17 as Origination (P7).

The highest concentration of objectives appears at the Mechanism level (P4), followed by Perception (P1) and Complex Overt Response (P5). The presence of objectives across all seven psychomotor levels indicates a broad distribution of performance-oriented learning objectives within the curriculum.

Discussion

Comparative Analysis of Curriculum Characteristics

Cognitive Domain Distribution

The comparison of cognitive-domain learning objectives reveals a notable difference in the distribution of cognitive processes between the Indonesian and Philippine Grade 7 English syllabi. As presented in Figure 1, the Indonesian syllabus concentrates its cognitive objectives within the lower and middle levels of Bloom's Taxonomy, namely Remembering (C1), Understanding (C2), and Applying (C3). In contrast, the Philippine syllabus distributes its learning objectives across all six cognitive levels, including the higher-order categories of Analyzing (C4), Evaluating (C5), and Creating (C6).

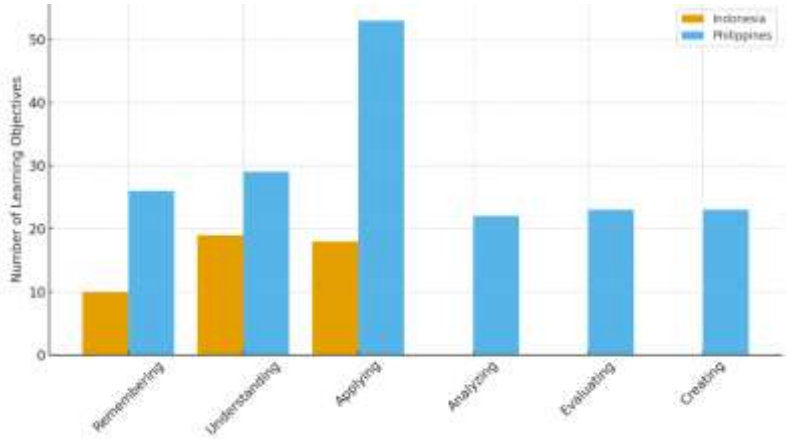

Figure 1. Comparison of Cognitive Domain Distribution (Indonesia vs Philippines)

The Indonesian syllabus demonstrates a progression from knowledge acquisition to practical application. The largest proportion of objectives is found at the Understanding level, followed by Applying and Remembering. This pattern suggests that the curriculum prioritizes the development of foundational language knowledge and the application of learned concepts in structured contexts. Such an orientation is consistent with Bloom's hierarchical model, in which lower-order cognitive processes serve as the basis for more advanced forms of thinking (Anderson & Krathwohl, 2001).

In contrast, the Philippine syllabus exhibits a broader cognitive distribution. While foundational levels remain strongly represented, substantial numbers of objectives are also allocated to Analyzing, Evaluating, and Creating. The inclusion of these higher-order categories indicates that the curriculum framework extends beyond knowledge acquisition and application to encompass interpretation, judgment, and knowledge production. According to Anderson and Krathwohl (2001), these higher cognitive processes require learners to examine relationships among ideas, assess information critically, and generate original responses based on acquired knowledge.

The observed difference may be associated with the distinct curricular orientations reflected in the two syllabi. The Indonesian syllabus appears to emphasize mastery of essential language knowledge and skills before progressing toward more advanced cognitive demands. Meanwhile, the Philippine syllabus incorporates a wider range of cognitive processes within its curriculum structure, resulting in a more balanced distribution across Bloom's taxonomy.

These findings support previous studies suggesting that English curricula in EFL contexts often prioritize comprehension and procedural knowledge, whereas curricula

developed within ESL-oriented environments tend to integrate a broader range of cognitive demands, including analytical and creative language use (Anderson & Krathwohl, 2001). Rather than representing differences in educational quality, the variation reflects differing curriculum priorities and instructional orientations within the two educational systems.

Affective Domain Orientation

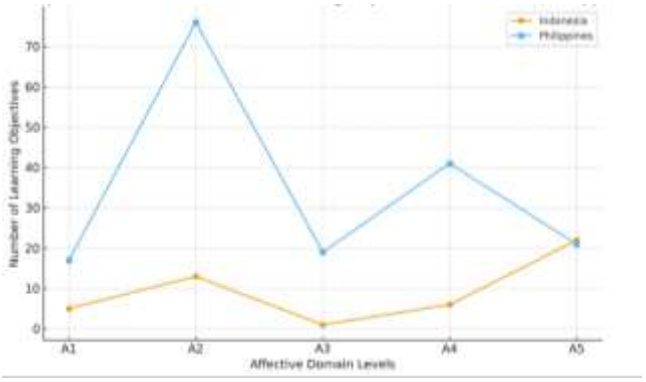

Figure 2. Comparison of Affective Domain Learning Objectives: Indonesia vs Philippines

Although both syllabi encompass all five levels of the affective domain, their distributions indicate different curricular orientations. The Indonesian syllabus demonstrates a strong concentration of objectives at the highest affective level, namely Characterization (A5), whereas the Philippine syllabus places greater emphasis on Responding (A2) and Organization (A4). This pattern suggests that both curricula acknowledge the importance of affective development, yet they operationalize affective learning through different educational priorities.

The Indonesian syllabus reflects a value-oriented curriculum framework in which language learning is closely associated with character formation. The prominence of A5 objectives indicates that learners are expected not only to recognize and practice desirable attitudes but also to internalize them as enduring personal values. Such an orientation is consistent with the broader educational philosophy embedded within the Indonesian curriculum, which emphasizes character education, responsibility, discipline, and moral development as integral components of schooling (Kemendikbudristek, 2022). Consequently, English learning is positioned not merely as a linguistic endeavor but also as a medium for cultivating ethical and socially responsible behavior.

In contrast, the Philippine syllabus allocates a larger proportion of objectives to the

Responding (A2) and Organization (A4) levels. This distribution suggests a stronger emphasis on active participation, interpersonal engagement, and the integration of values through communicative interaction. Rather than focusing primarily on value internalization, the curriculum encourages learners to demonstrate attitudes through collaboration, discussion, and participation in meaningful communicative tasks. Such a pattern aligns with the communicative orientation of the Philippine English curriculum, where language learning is viewed as a socially situated process requiring continuous interaction with others.

The difference between the two curricula does not imply superiority of one approach over the other. Instead, it reflects distinct educational priorities shaped by their respective sociolinguistic contexts. Indonesia, where English functions primarily as a foreign language, tends to integrate language learning with broader character-building objectives. Meanwhile, the Philippines, where English serves as a second language and is widely used in educational and public domains, prioritizes social interaction and communicative participation as central aspects of language learning.

Despite these differences, both curricula demonstrate recognition of the affective dimension as an essential component of English language education. The presence of objectives across all affective levels indicates that language learning is viewed not only as the acquisition of linguistic knowledge and skills but also as the development of attitudes, values, and dispositions that support effective communication and responsible participation in society. This shared emphasis suggests a common commitment to educating learners as socially aware language users, even though each curriculum pursues this goal through different affective pathways.

Psychomotor Skill Development

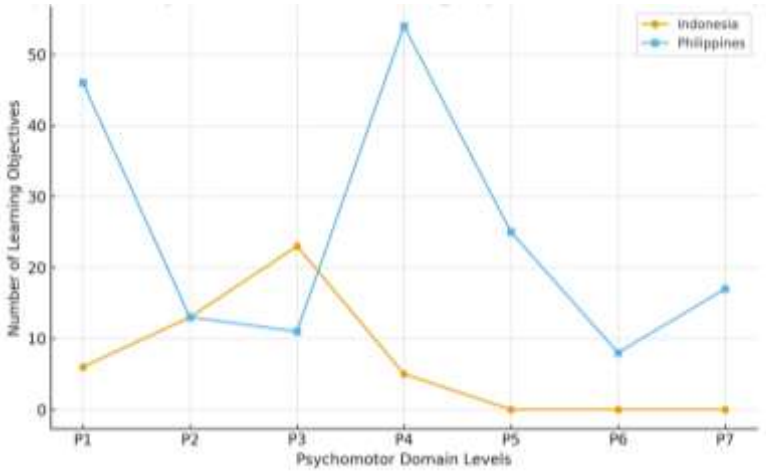

Figure 3. Comparison of Psychomotor Domain Learning Objectives: Indonesia vs Philippines

The distribution of psychomotor objectives reveals one of the most substantial differences between the two curricula. While both syllabi include objectives related to language performance and skill execution, the Philippine syllabus demonstrates a broader progression across psychomotor levels, whereas the Indonesian syllabus is concentrated primarily within the lower and intermediate stages of psychomotor development.

The Indonesian syllabus places considerable emphasis on guided performance, particularly activities that require learners to imitate models, practice language forms, and perform tasks under teacher supervision. Such a distribution suggests that psychomotor development is viewed primarily as a means of supporting language accuracy and foundational communicative competence. Learners are expected to develop confidence through structured practice before engaging in more independent language production. This approach is consistent with the characteristics of many EFL contexts, where opportunities for authentic English use outside the classroom remain relatively limited and instructional time is often focused on ensuring mastery of basic language forms.

In contrast, the Philippine syllabus demonstrates a more comprehensive psychomotor progression that extends into advanced levels of performance. The presence of objectives across higher psychomotor categories indicates that learners are expected not only to reproduce language accurately but also to perform, adapt, and creatively utilize language in diverse communicative situations. This broader distribution reflects a curriculum that views language use as a performance-based activity requiring learners to engage actively in authentic communication. Consequently, language learning is not confined to controlled practice but extends to presentations, collaborative tasks, oral production, and other communicative

performances that mirror real-world language use.

This distinction reflects the differing sociolinguistic environments in which the two curricula operate. In the Philippines, English functions as a second language and serves as a medium of communication across various educational and social contexts. As a result, the curriculum prioritizes performance-oriented objectives that prepare learners for practical language use beyond the classroom. The emphasis on advanced psychomotor development therefore aligns with the expectation that students will regularly employ English for academic, professional, and interpersonal purposes.

Conversely, the Indonesian curriculum appears to prioritize the gradual development of communicative skills through structured guidance and controlled practice. Rather than emphasizing autonomous performance at an early stage, the curriculum focuses on ensuring that learners acquire sufficient linguistic foundations before progressing toward more complex communicative tasks. Such an orientation reflects the realities of English learning in an EFL environment, where exposure to authentic communicative situations may be less frequent and instructional support plays a crucial role in language development.

Overall, Figure 3 illustrates two distinct approaches to psychomotor development within English language education. The Indonesian syllabus adopts a scaffolded progression centered on guided language practice, while the Philippine syllabus promotes a more extensive performance-based trajectory that encourages increasingly independent and communicative language use. These differences highlight how curriculum design is influenced by the functional role of English within each national context and demonstrate how psychomotor objectives are aligned with broader educational and linguistic goals.

Similarities Between the Two Curricula

Despite differences in educational context and curriculum structure, the Indonesian and Philippine Grade 7 English syllabi exhibit several notable similarities. The analysis reveals that both curricula share common priorities in the development of affective competencies, foundational cognitive skills, and essential language abilities. These similarities suggest that, regardless of whether English is taught as a foreign language or as a second language, both educational systems recognize the importance of establishing a solid foundation for language learning before learners progress to more advanced forms of communication and critical thinking.

One major similarity can be observed in the affective domain. Both curricula

incorporate objectives representing all levels of the affective taxonomy, indicating that language education is not limited to the acquisition of linguistic knowledge and skills. Instead, both syllabi acknowledge the importance of attitudes, values, motivation, and responsible participation in the learning process. The inclusion of affective objectives across the developmental continuum demonstrates a shared commitment to fostering learners who are not only linguistically competent but also socially and ethically responsible. This finding reflects contemporary perspectives in language education that emphasize the integration of cognitive, social, and emotional dimensions of learning (Richards, 2022; Nation, 2023).

A second similarity is the strong emphasis on lower-order cognitive skills. The Indonesian and Philippine syllabi both allocate substantial attention to the Remembering, Understanding, and Applying levels of Bloom's Taxonomy. These cognitive levels serve as the foundation upon which more advanced language competencies can be developed. The prevalence of such objectives suggests that both curricula view the acquisition of basic linguistic knowledge, comprehension of language concepts, and practical application of language forms as essential prerequisites for successful language learning. This shared emphasis reflects a common pedagogical understanding that learners must first establish foundational competence before engaging in more complex analytical and creative language tasks.

The two curricula also demonstrate comparable priorities regarding core language skills. Learning objectives in both syllabi address listening, speaking, reading, and language use in meaningful contexts. For example, both curricula include objectives related to pronunciation accuracy, information retrieval from texts, listening comprehension, and the selection of appropriate language according to communicative situations. Although the specific wording of objectives differs, the underlying instructional goals remain similar. These commonalities indicate that both educational systems aim to develop communicative competence through the integration of receptive and productive language skills.

Furthermore, a degree of similarity can be identified within the psychomotor domain. While the Philippine curriculum extends to higher levels of psychomotor development, both syllabi contain objectives related to guided language performance and controlled practice. Such objectives emphasize the importance of developing learners' ability to perform language tasks accurately through structured instructional support. This overlap suggests a shared recognition that language learning requires not only cognitive understanding but also repeated

practice and performance in order to achieve communicative proficiency.

Overall, the similarities identified across the two curricula demonstrate the existence of common educational priorities despite differences in national contexts. Both syllabi seek to develop learners who possess foundational language knowledge, positive learning dispositions, and the ability to apply language skills in communicative situations. These shared characteristics reflect broader international trends in competency-based language education and communicative language teaching (Council of Europe, 2020; Richards, 2022)

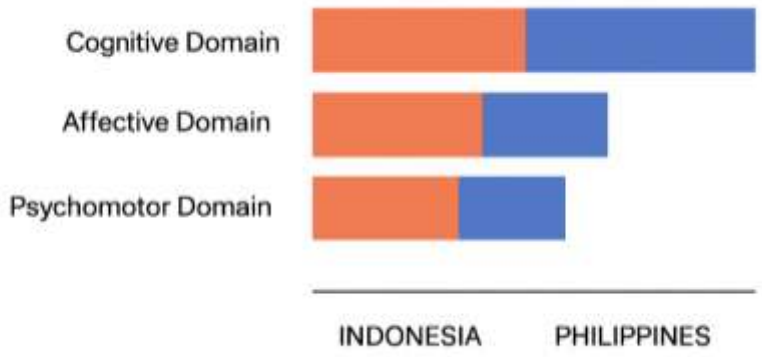

Figure 4. Shared Characteristics of the Indonesian and Philippine Grade 7 English Syllabi Based on Bloom's Taxonomy

The similarities presented in Figure 4 are further summarized in Table 1.

Table 1. Summary of Similarities Between the Indonesian and Philippine Grade 7 English Syllabi

Domain	Levels Compared	Similarity Identified	Examples from Indonesia	Examples from the Philippines
Affective	A1–A5	All Five affective levels are present in each syllabus.	Receiving, responding, and valuing	Receiving, responding, and valuing.
Cognitive	C1–C3	Lower-order thinking skills Alignment (remembering, understanding, applying)	Identifying expressions; asking for information	Scanning text/identifying features.
Psychomotor	P2	There are 13 second-level objectives for each syllabus.	Guided practice tasks	Controlled performance tasks.
Speaking	–	Both syllabi have goals related to pronunciation accuracy.	Correctly pronouncing days/months.	Producing the correct vowel/consonant sound.

Reading	–	Both syllabi have goals regarding reading for specific information.	Asking for detail from a text.	Scanning for answers to questions
Listening	–	Both syllabi have objectives related to extracting & interpreting audio input.	Listening for detail regarding a character's or for a character's behaviour.	Extracting information from audio texts
Pragmatics	–	Use of appropriate language in context	Determining the most suitable expression(s).	Using both verbal and non-verbal cues.

Differences Between the Two Curricula

The analysis revealed substantial differences between the Indonesian and Philippine Grade 7 English syllabi in terms of cognitive emphasis, affective orientation, psychomotor development, curriculum scope, and the broader educational role assigned to English. These differences reflect the distinct linguistic environments and educational priorities that shape curriculum design in each country. While both curricula aim to develop communicative competence, they pursue this objective through different pathways and levels of complexity.

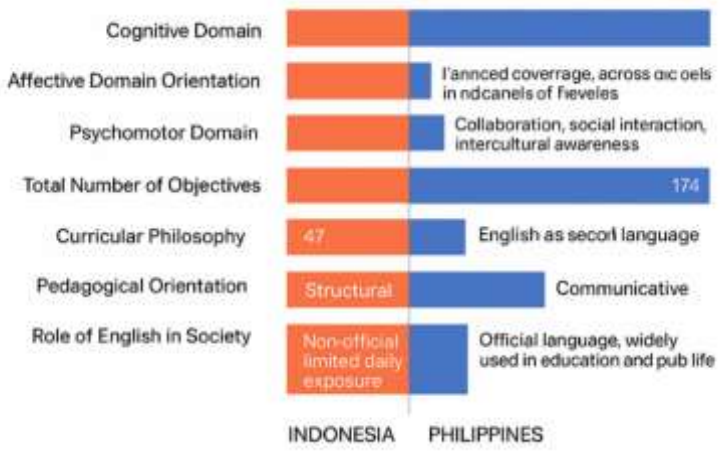

Figure 5. Key Differences Between the Indonesian and Philippine Grade 7 English Syllabi Based on Bloom's Taxonomy

One of the most significant differences appears in the cognitive domain. The Philippine syllabus incorporates learning objectives across all six cognitive levels of Bloom's Taxonomy, ranging from Remembering to Creating. This distribution demonstrates a deliberate effort to support the development of both lower-order and higher-order thinking skills. Learners are expected not only to acquire and apply knowledge but also to analyze

information, evaluate ideas, and produce original outputs. In contrast, the Indonesian syllabus is concentrated primarily within the Remembering, Understanding, and Applying levels. Although these levels provide an essential foundation for language learning, the limited presence of higher-order cognitive objectives suggests a stronger focus on foundational language competence than on advanced analytical or creative language use. This distinction indicates that the Philippine curriculum promotes a more comprehensive cognitive progression, whereas the Indonesian curriculum prioritizes mastery of basic language knowledge and skills.

Differences are also evident in the affective domain. Although both curricula include objectives across all affective levels, they emphasize different aspects of affective development. The Indonesian syllabus places greater emphasis on the internalization of values, as reflected by the concentration of objectives at the highest affective level. This pattern suggests that language learning is closely connected to character formation, moral responsibility, and the development of socially desirable behaviors. Conversely, the Philippine syllabus places stronger emphasis on learner participation, collaboration, and value organization. The distribution of objectives indicates that affective development is primarily fostered through interaction, engagement, and communicative participation. As a result, the Indonesian curriculum adopts a more value-centered orientation, while the Philippine curriculum emphasizes social engagement and communicative interaction as pathways to affective growth.

A further distinction can be observed in the psychomotor domain. The Philippine syllabus demonstrates a broader range of psychomotor objectives, extending from basic performance skills to more advanced levels of language production and autonomous performance. This progression reflects a curriculum that expects learners to actively use English in a variety of communicative contexts. The Indonesian syllabus, by comparison, is concentrated mainly within the lower and intermediate psychomotor levels, emphasizing guided practice and structured language performance. Such a distribution suggests that psychomotor development is viewed primarily as a support for linguistic accuracy and controlled communication rather than as a pathway toward increasingly independent language production. Consequently, the Philippine curriculum places stronger emphasis on performance-based learning, whereas the Indonesian curriculum prioritizes scaffolded language practice.

Another notable difference concerns the overall scope of the curriculum. The Philippine syllabus contains substantially more learning objectives than its Indonesian counterpart, reflecting a broader and more detailed curricular framework. This greater scope allows for the inclusion of a wider range of competencies across cognitive, affective, and psychomotor domains. The Indonesian syllabus, on the other hand, adopts a more focused structure with a smaller number of objectives. While a concise curriculum may facilitate implementation and instructional focus, it may also provide fewer opportunities for the systematic development of advanced competencies. The difference in curriculum scope therefore reflects contrasting approaches to organizing learning outcomes and instructional expectations.

These distinctions are closely related to the differing sociolinguistic roles of English in each country. In the Philippines, English functions as a second language and is widely used in education, professional settings, government, and public communication. As a result, the curriculum emphasizes communicative performance, higher-order thinking, and practical language use. The expectation that learners will regularly encounter and use English beyond the classroom creates a strong rationale for incorporating advanced cognitive and performance-oriented objectives. In Indonesia, English is generally taught as a foreign language and is less frequently used in everyday communication. Consequently, the curriculum places greater emphasis on foundational language acquisition, structured learning experiences, and character development. The curriculum is therefore designed to strengthen learners' basic competence while supporting broader educational goals associated with national values and character education.

Taken together, these findings demonstrate that curriculum design is influenced not only by pedagogical considerations but also by the social functions of language within a particular educational context. The Philippine curriculum reflects an orientation toward communicative performance and higher-order language use, whereas the Indonesian curriculum emphasizes foundational competence and value formation. These contrasting priorities illustrate how different linguistic environments shape the selection, organization, and emphasis of learning objectives within English language curricula.

Curriculum Implications

The findings of this study suggest that curriculum design is strongly influenced by the educational and sociolinguistic contexts in which English is taught. The comparative analysis

demonstrates that both the Indonesian and Philippine curricula aim to develop communicative competence; however, they differ in the balance they establish among cognitive, affective, and psychomotor learning objectives. These differences provide valuable insights for curriculum developers, policymakers, and English language educators seeking to strengthen language education while responding to local educational needs.

One implication concerns the development of cognitive competencies. The Philippine curriculum demonstrates a more balanced distribution across all cognitive levels of Bloom's Taxonomy, including substantial representation of higher-order thinking skills. This structure enables learners to engage in analytical, evaluative, and creative language tasks in addition to acquiring foundational knowledge. In contrast, the Indonesian curriculum places greater emphasis on lower-order cognitive skills, particularly remembering, understanding, and applying. While these competencies remain essential for language acquisition, future curriculum development may benefit from the gradual integration of more higher-order cognitive objectives. Such integration could provide learners with greater opportunities to develop critical thinking, problem-solving, and creative communication skills while maintaining a strong foundation in language fundamentals.

A second implication relates to affective development. The Indonesian curriculum demonstrates a strong commitment to character education through the emphasis on value internalization, whereas the Philippine curriculum prioritizes participation, collaboration, and social engagement. The findings suggest that both approaches offer valuable contributions to language learning. Character formation supports responsible language use and ethical awareness, while collaborative engagement promotes communicative competence and interpersonal skills. Future curriculum revisions may therefore consider balancing these complementary dimensions to support both personal development and communicative effectiveness.

The psychomotor findings also highlight important considerations for curriculum improvement. The Philippine syllabus provides extensive opportunities for learners to engage in performance-based language activities that promote active language use in authentic contexts. Meanwhile, the Indonesian syllabus emphasizes guided practice and structured performance tasks. Although this approach supports the development of foundational skills, additional opportunities for independent language production may further strengthen learners' communicative competence. Activities such as presentations, collaborative projects,

discussions, and other performance-oriented tasks may help bridge the gap between classroom learning and authentic language use while remaining appropriate for the EFL context.

The study further demonstrates the importance of aligning curriculum design with the functional role of English within society. The Philippine curriculum reflects the realities of an ESL environment, where English serves as an important medium of communication across educational and social domains. Conversely, the Indonesian curriculum reflects the characteristics of an EFL environment, where English is primarily learned as an academic subject and a tool for international communication. These findings indicate that effective curriculum development should remain responsive to local linguistic realities rather than adopting a uniform approach to language education.

Finally, the comparison highlights the potential value of cross-national curriculum learning. The strengths identified in each curriculum may provide useful reference points for future curriculum development. The Indonesian curriculum demonstrates strong integration of character education and value formation, while the Philippine curriculum offers a comprehensive framework for higher-order thinking and performance-based language learning. Rather than viewing these approaches as competing models, they may be understood as complementary perspectives that contribute to the broader goal of preparing learners for effective communication in increasingly globalized contexts. By drawing upon successful elements from different educational systems, curriculum developers may be able to create more balanced and comprehensive English language programs that support linguistic, cognitive, social, and ethical development simultaneously.

CONCLUSION

This study examined and compared the learning objectives contained in the Grade 7 English syllabi of Indonesia and the Philippines using Bloom's Taxonomy as an analytical framework. Through qualitative document analysis and content analysis, the study identified how learning objectives in both curricula are distributed across the cognitive, affective, and psychomotor domains.

The findings reveal that both curricula share several common characteristics. Both syllabi emphasize foundational cognitive skills, incorporate affective objectives related to values and attitudes, and include psychomotor objectives that support language performance.

These similarities indicate a shared commitment to competency-based language education and communicative language learning. Despite differences in national contexts, both curricula recognize that effective English language learning requires not only cognitive development but also affective engagement and practical language use.

However, important differences were identified. The Indonesian syllabus contains 47 learning objectives and places greater emphasis on lower-order cognitive skills, particularly remembering, understanding, and applying. Higher-order cognitive processes such as analyzing, evaluating, and creating are largely absent. The curriculum also demonstrates a strong orientation toward character formation and value internalization. In contrast, the Philippine syllabus contains 174 learning objectives distributed across all levels of the cognitive, affective, and psychomotor domains. The presence of higher-order thinking skills and advanced performance-based objectives reflects the curriculum's orientation toward communicative competence, critical thinking, and authentic language use. These differences appear to be closely related to the distinct sociolinguistic contexts of the two countries, where English functions primarily as a foreign language in Indonesia and as a second language in the Philippines.

The findings contribute to comparative curriculum studies by demonstrating that the implementation of Bloom's Taxonomy is influenced by national educational priorities and language policies. Although Bloom's framework provides a common reference for curriculum development, the selection and distribution of learning objectives reflect broader cultural, pedagogical, and linguistic considerations. Consequently, curriculum design cannot be separated from the educational context in which it operates.

This study is not without limitations. First, the analysis was limited to official curriculum documents and learning objectives at the Grade 7 level. Classroom implementation, teaching practices, and student learning outcomes were beyond the scope of the study. Second, the study focused exclusively on document analysis and therefore did not investigate how teachers interpret or enact the curriculum in actual classroom settings. Third, only two national curricula were examined, which limits the generalizability of the findings to other educational contexts.

Future research may expand this work by examining multiple grade levels, incorporating classroom observations, teacher interviews, and learner perspectives, or

investigating the alignment between curriculum objectives and actual teaching practices. Comparative studies involving other ASEAN countries may also provide broader insights into how Bloom's Taxonomy is operationalized across different English language education contexts. Such research would contribute to a deeper understanding of curriculum development and support the design of more balanced English language programs that integrate cognitive, affective, and psychomotor dimensions of learning.

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