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The Use of Technology Bloom's Taxonomy in Formative and Summative Evaluation: A Systematic Literature Review

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ABSTRACT

Objective: *This study aims to systematically examine the use of Bloom's Taxonomy in formative and summative evaluations as an important instrument for measuring student learning outcomes. The revised Bloom's Taxonomy offers a systematic cognitive framework from levels C1 (remembering) to C6 (creating), which can be used as a basis for developing valid and meaningful evaluations.* ***Method:*** *This study was conducted using a systematic literature review method on 30 articles published between 2020 and 2025. The analysis results indicate that the application of Bloom's Taxonomy in formative evaluations is still dominated by lower cognitive levels (C1-C2), despite efforts to strengthen the approach to higher-order thinking. Meanwhile, Bloom-based summative evaluations have demonstrated increased validity and alignment with learning outcomes, particularly through the use of rubrics and authentic assessments.* ***Results:*** *This study also identified various challenges, such as low teacher competency in developing taxonomy-based instruments and the suboptimal integration of technology, including artificial intelligence, to support adaptive evaluation. Nevertheless, several practical strategies were identified, such as teacher training, the use of competency-based question banks, and the development of digital-based project evaluations.* ***Novelty:*** *The integration of Bloom's Taxonomy into learning evaluation has significant potential to improve assessment quality, mainly if supported by systemic policies, ongoing training, and technological innovation. This research provides a conceptual contribution to the development of an evaluation system that is fair, objective, and relevant to the needs of 21st-century education.*

INTRODUCTION

Technology is increasingly advancing, requiring human cognitive systems to evolve to adapt to rapid change. While basic reading, writing, and arithmetic skills were considered sufficient in the past, in the digital era and the Fourth Industrial Revolution, humans are required to master critical thinking, complex problem-solving, creativity, and digital literacy (Kennedy & Sundberg, 2020; Le et al., 2022; Lintangesukmanjaya et al., 2025). Technological developments such as artificial intelligence, big data, and the Internet of Things require more analytical, systematic, and flexible thinking, requiring continuous updating of human cognitive systems. This means that outdated thinking patterns can no longer limit human cognitive capacity but must be able to absorb, process, and apply information in accordance with technological demands to remain relevant in today's globalized social, economic, and educational life.

Learning evaluation is an integral part of the educational process, aiming to determine the extent to which students have achieved the established competencies. Formative and summative evaluations are the two main approaches to measuring the