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Comprehensive Review of the Journal of Earth and Marine Technology (JEMT): Insights from a Bloom's Taxonomy Analysis

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Abstract

This manuscript provides a comprehensive review of the Journal of Earth and Marine Technology (JEMT), employing Bloom's Taxonomy as a framework for analysis. By categorizing and evaluating the cognitive processes engaged in the journal's articles, the study aims to enhance the accessibility and pedagogical effectiveness of the content. The systematic classification of the JEMT's publications reveals a focus on several key research areas, including Environmental and Geological Assessment, Mining and Resource Estimation Techniques, and Pollution and Waste Management Studies, among others. Using Bloom's Taxonomy, each article is analyzed for the prevalence of cognitive processes such as remembering, understanding, applying, analyzing, evaluating, and creating. This approach adds educational value to the journal and provides insights into the depth of knowledge presented in the articles. The findings indicate a significant emphasis on higher-order cognitive skills, particularly analyzing and creating, aligning with the journal's goal to advance academic and practical understanding of the earth and marine sciences. This study highlights the importance of structured educational frameworks like Bloom's Taxonomy in classifying academic content, which can significantly enhance educational resources' instructional design and utility. The methodology ensures a rigorous, systematic review that contributes to the scholarly community and practical applications in the relevant fields.

Keywords: cognitive processes, pedagogical effectiveness, educational frameworks, knowledge classification, academic content

Introduction

The proliferation of academic and scientific information necessitates effective methods for classifying and organizing vast data. Classification is a fundamental strategy to manage and navigate the extensive literature available, particularly within specific scientific domains such as earth and marine technologies. This review paper uses Bloom's Taxonomy, a well-

established educational framework, to analyze and classify the contents of the Journal of Earth and Marine Technology (JEMT). By doing so, we intend to enhance the accessibility and educational utility of the journal's publications, offering a structured insight into the cognitive levels addressed by the articles within.

The importance of classification in academic research cannot be overstated. It systematically organizes resources, making it easier to access relevant information and significantly enhancing the efficiency of research endeavours. This process saves time and improves the overall effectiveness of academic work by allowing for better knowledge synthesis, enabling researchers to identify trends and gaps within the literature more clearly (Crowe et al., 2008; Larsen et al., 2022). Additionally, a critical analysis of existing literature, grounded in a structured classification system, provides a robust foundation for generating new insights and contributing significantly to the field (Ormell, 1974; Roberts, 1976).

Bloom's Taxonomy is pivotal in classifying content according to cognitive levels in educational resources. This facilitates targeted curriculum development and instructional design, ensuring that educational materials meet and enhance cognitive skills across a spectrum, from basic knowledge recall to higher-order thinking abilities such as analysis, synthesis, and evaluation (Thompson & O'Loughlin, 2015; Newton et al., 2020). Furthermore, a well-organized reference list based on Bloom's Taxonomy aligns educational goals with teaching strategies and assessment methods, offering a more focused and practical educational experience. It also aids in identifying and filling gaps in educational resources or instructional plans, ensuring comprehensive coverage across all cognitive levels (Mohammed & Omar, 2020; Zhang et al., 2021).

Through the lens of Bloom's Taxonomy, this paper reviews the JEMT with the intention of elucidating how the journal's articles contribute to various cognitive processes and knowledge dimensions. This approach not only enhances the pedagogical value of the journal but also provides a strategic framework to assess and improve the quality of education within earth and marine sciences (Lo et al., 2016; Rawat et al., 2023).

Literature Reviews

The integration of Bloom's Taxonomy in educational settings has been extensively explored, revealing its critical role in enhancing pedagogical effectiveness through structured knowledge classification (Crowe, Dirks, & Wenderoth, 2008). Research by Lo, Larsen, and Yee (2016) emphasized the utility of a two-dimensional and non-hierarchical approach to Bloom's taxonomy in biology, proposing a more flexible framework that adapts to diverse educational needs.

Further, Larsen et al. (2022) explored the internal assumptions of the revised Bloom's taxonomy, identifying key areas for its application in modern educational contexts, thus supporting the relevance of Bloom's taxonomy in contemporary curricula. This adaptation is essential for evolving educational standards. It aligns with the findings of Mohammed and

Omar (2020), who applied Bloom's taxonomy to enhance question classification using advanced text analysis techniques, demonstrating its applicability in digital learning environments.

Newton et al. (2020) contributed a pragmatic master list of action verbs for Bloom's taxonomy that assists educators in constructing precise learning objectives that are aligned with desired cognitive processes. This tool ensures that educational activities and assessments are appropriately challenging and target specific cognitive domains.

Historically, Ormell (1974) and Roberts (1976) laid foundational perspectives on the taxonomy's application, verifying its theoretical robustness and practical adaptability in educational settings. Their work underscores the lasting significance of Bloom's taxonomy in shaping educational objectives and enhancing student learning outcomes across various disciplines.

Utility of Bloom's Taxonomy in a Journal Database:

1. **Enhanced Search Capability**: Applying Bloom's Taxonomy to a journal database can significantly enhance the search functionality. Users could search for articles based on their target cognitive level, such as those that primarily analyze or evaluate topics within a field. This makes it particularly useful for educators and students looking for resources matching specific learning objectives.
2. **Curriculum Development and Instructional Design**: Educators can use the taxonomy to find articles that match the cognitive skills they wish to develop in their courses. For example, a professor could look for articles that require critical evaluation or creative thinking to incorporate into course materials, ensuring that the educational content aligns with learning outcomes (Thompson & O'Loughlin, 2015).
3. **Quality Control and Standardization**: By classifying articles according to the cognitive processes they engage in, journal databases can maintain a high content standard. This classification helps identify gaps where certain cognitive levels may be underrepresented, guiding future calls for papers and research directions (Newton et al., 2020).
4. **Facilitating Interdisciplinary Research**: Researchers often benefit from insights from related field studies. Bloom's taxonomy can help identify research articles from various disciplines that engage similar cognitive processes, thus fostering interdisciplinary research that is innovative and integrative (Crowe et al., 2008).
5. **Tracking Educational Trends**: Over time, applying Bloom's Taxonomy in a journal database can provide valuable data on the trends in educational focus within academic research. For example, it could highlight a shift toward more synthesis and evaluation in certain disciplines, indicating a move towards higher-order thinking skills (Larsen et al., 2022).

This manuscript significantly advances the application of Bloom's taxonomy within journal publishing by proposing a systematic framework for assessing the cognitive engagement of published articles. By integrating Bloom's taxonomy into the editorial process,

this study offers a novel approach to enhancing the educational value of academic journals. It ensures that articles contribute effectively to knowledge dissemination and educational development, catering to academic and practical learning needs.

The findings from this study are poised to influence editorial policies and practices, promoting a more structured and pedagogically aligned publication standard. This approach enriches the academic literature and ensures that the published content meets the evolving demands of educational excellence in higher education.

Research Method

This study employed a methodology to harvest and classify metadata from the JEMT. Initially, metadata from published articles was collected, which was then systematically classified into eight specific groups corresponding to the journal's scope: Group 1 Environmental and Geological Assessment, Group 2 Mining and Resource Estimation Techniques, Group 3 Pollution and Waste Management Studies, Group 4 Geotechnical and Structural Analysis, Group 5 Fossil and Rock Analysis, Group 6 Remote Sensing and Spatial Analysis, Group 7 Sustainable Energy and Climate Mitigation, and Group 8 Advanced Geological and Geophysical Studies. This classification aimed to specify and enhance the understanding of each article's contribution within these predefined categories.

Following classification, each article was analyzed based on Bloom's Taxonomy levels to assess the cognitive domain engaged by the content. This analysis identified the prevalence of cognitive processes such as remembering, understanding, applying, analyzing, evaluating, and creating within the scholarly work. Employing Bloom's Taxonomy further enriched the journal content's educational and instructional design value, ensuring that it effectively contributes to academic and professional education in earth and marine sciences.

This methodology not only organizes the vast information within Journal of Earth and Marine Technology (JEMT) but also enhances the accessibility and pedagogical effectiveness of the content, serving both academic and practical purposes. The use of Bloom's Taxonomy as a framework for analysis is supported by several studies that have demonstrated its efficacy in classifying and evaluating educational content across various disciplines (Mohammed & Omar, 2020; Thompson & O'Loughlin, 2015; Crowe et al., 2008; Larsen et al., 2022). These references underscore the relevance of Bloom's Taxonomy in enhancing the analytical rigour and instructional relevance of academic resources.

This approach aligns with prior research that has validated the application of Bloom's Taxonomy to classify and improve the educational impact of academic content, thereby facilitating more targeted and effective teaching and learning strategies (Ormell, 1974; Lo, Larsen, & Yee, 2016; Rawat et al., 2023; Newton et al., 2020; Roberts, 1976; Zhang et al., 2021). The JEMT aims to contribute significantly to the scholarly community through this methodology by providing structured, analytically categorized, and pedagogically aligned content within earth and marine sciences.

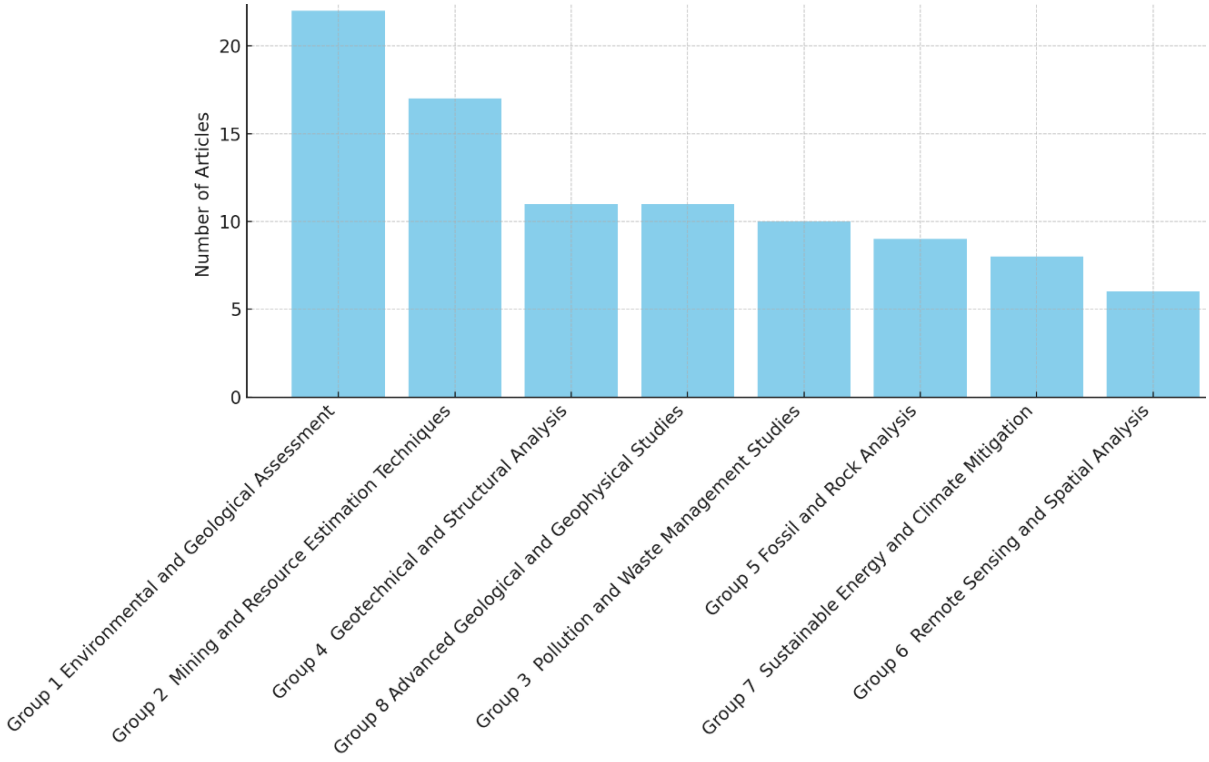

Figure 1. Distribution of Articles by Group in the JEMT. This bar chart visualizes the number of articles categorized under each research group, from Environmental and Geological Assessment to Advanced Geological and Geophysical Studies, demonstrating the scope and focus areas of the recent publications within the journal.

Result and Discussion

The bar chart displays the distribution of articles by a research group in the Journal of Earth and Marine Technology (JEMT) (Figure 1). Group 1, "Environmental and Geological Assessment," leads with the highest number of articles at 22, showcasing a robust interest in this area. Group 2, "Mining and Resource Estimation Techniques," follows with 17 articles. The interest levels appear moderate in Groups 4 and 8, "Geotechnical and Structural Analysis" and "Advanced Geological and Geophysical Studies," each reporting 11 articles. Group 3, "Pollution and Waste Management Studies," has published 10 articles. Lower publication numbers are noted in Groups 5, 7, and 6, with "Fossil and Rock Analysis," "Sustainable Energy and Climate Mitigation," and "Remote Sensing and Spatial Analysis" contributing 9, 8, and 6 articles, respectively. This distribution emphasizes the journal's emphasis on various aspects of environmental and mining disciplines, reflecting both established and emerging research priorities.

A comprehensive review of the JEMT on the Group 1; Environmental and Geological Assessment highlights its alignment with Bloom's Taxonomy in fostering a range of cognitive skills across different studies. The journal significantly focuses on higher-order thinking, particularly in the Analyzing and Creating domains (See Figure 2). For instance, studies such as those by Ichsannudin et al. (2024) and Putri et al. (2024) emphasize geological and

environmental assessments, employing advanced analytical methodologies to evaluate land suitability and reconstruct geological history. Faridatussafura and Yulfiah (2024) analyzed the thermal comfort level through Humidex analysis. Additionally, innovative approaches to disaster mitigation and resource mapping, as demonstrated by Al Abiyu and Harnani (2024) and Harnani and Savira (2023), reflect the journal's strong emphasis on the Creating domain, highlighting its role in advancing geospatial and geological research.

Furthermore, the journal emphasizes Evaluating environmental challenges and systems, as seen in studies by Tasidjawa et al. (2024) and Sagara and Suryawan (2024), which assess air quality and recycling opportunities. Similarly, Mahindra et al. (2024) and Darmawan and Sinambela (2023) critically evaluate workplace hazards and seismic vulnerabilities, offering actionable insights for practical applications. This diversity in cognitive levels ensures a balance between theoretical exploration and applied research. Finally, contributions to Creating new methodologies and interpretations stand out as a hallmark of the journal. Studies like Hayatuzzahra and Pratomo (2023), Safira et al. (2023), and Suranda et al. (2022) demonstrate how JEMT fosters innovative geological interpretations, historical reconstructions, and modelling techniques. These efforts underscore the journal's commitment to advancing scientific inquiry and practical earth and marine technology applications.

Group 2, Mining and Resource Estimation Techniques, JEMT provides valuable insights into mining and resource estimation techniques through a structured approach aligned with Bloom's Taxonomy. The journal highlights various cognitive levels, from foundational methods to advanced applications and innovation (See Figure 2). For example, Wahid and Winarno (2024b) contribute to the Remembering domain by summarizing resource and reserve estimation methods, providing a fundamental basis for further research and application. Meanwhile, Syahid et al. (2023) and Azis and Fanani (2022) focus on the Applying domain, employing triangulation methods and cross-section calculations to address practical challenges in limestone and coal resource estimation. At higher cognitive levels, Analyzing is well-represented through works like Wahid and Winarno (2024a) and Dinoy et al. (2021), which delve into complex geostatistical methods and the mechanical behaviour of fractured rocks. These analyses offer critical insights into resource distribution and material properties, facilitating informed decision-making in mining operations. The Evaluating domain is reflected in the works of Santoso et al. (2024) and Warner et al. (2022), which assess the productivity of mining equipment and the cumulative environmental impacts of agro-business activities, providing practical recommendations for improving efficiency and sustainability. The journal also fosters creativity within the Creating domain, as evidenced by studies such as Retongga et al. (2023) and Jayaputra (2021), which propose innovative designs for slope safety and mine sequence modelling. Similarly, Patioran et al. (2022) and Berhitu et al. (2022) demonstrate cutting-edge technologies like drone measurements and 3D modelling for improving mining design and operations. These studies advance technical knowledge and promote sustainable practices through innovative solutions, such as the hydraulic conductivity model for mine waste dumps proposed by Agustin et al. (2023).

The JEMT explores Group 3, pollution and waste management, by aligning with Bloom's Taxonomy, reflecting diverse cognitive levels in research (See Figure 2). The

Applying domain is well-represented by studies such as Bhakti et al. (2024) and Nampira and Pramestyawati (2024), which focus on practical applications of waste management techniques, including greenhouse gas reduction and 3R (Reduce, Reuse, Recycle) strategies. Similarly, Ulhasanah et al. (2024) contribute by designing a biodigester for market waste, showcasing efforts to mitigate climate change by producing renewable energy. In the Evaluating domain, Pratiwi et al. (2024) assess the effectiveness of revegetating used limestone mining soils with humic acid and limestone waste, providing critical insights into sustainable reclamation practices. Qonitan et al. (2024) evaluated the Exposure and Health Symptoms in Elderly Residents. These evaluations underscore the journal's commitment to environmental restoration and sustainable practices. At a higher cognitive level, the Creating domain is highlighted by studies such as Setiaji et al. (2023) and Yuliani et al. (2023), which explore innovative uses of bottom ash and fly ash as alternative fuels and assess the carbon footprint of LPG gas usage in small industries. These contributions are crucial for advancing circular economy principles and reducing environmental impacts.

Additionally, Sunan et al. (2023) delve into the tectonic influences on morphological formation, further enriching the journal's coverage of innovative methodologies in waste management and environmental assessment. Finally, the Analyzing domain is exemplified by Beu (2020), which applies computational fluid dynamics to assess hydrofoil performance, demonstrating the integration of advanced analytical techniques into environmental studies. Together, these studies reflect JEMT's comprehensive approach to tackling pollution and waste management challenges, fostering solutions that span practical applications, critical evaluations, and innovative creations. This alignment with Bloom's Taxonomy ensures the journal remains a valuable resource for advancing knowledge and addressing pressing environmental issues.

The JEMT offers valuable contributions to the geotechnical and structural analysis (Group 4), emphasizing diverse cognitive skills through Bloom's Taxonomy (See Figure 2). In the Analyzing domain, studies such as Wardani et al. (2024) and Wardhany and Yuwanto (2022) compare design requirements for sheet piles and evaluate the stability of evasion tunnels using advanced geotechnical methods. Similarly, Kakisina and Cahyono (2021) contribute by analyzing the productivity of raising boring operations, showcasing the journal's focus on the structural intricacies of geotechnical projects. The Evaluating domain is represented by works like Kurniawan et al. (2024) and Boujmaa and Khelalfa (2022), which assess the effectiveness of phytoremediation in mercury-contaminated water and analyze quay wall stability in Morocco. These studies provide critical insights for addressing environmental and structural challenges, ensuring safety and sustainability in engineering practices. At the highest cognitive level, the Creating domain demonstrates the journal's commitment to innovation. Studies such as Firmansyah et al. (2022a) and Reynaldi (2021) highlight innovative geological investigations and drainage system designs, while Taufiq et al. (2021) apply resistivity methods for groundwater exploitation, offering new approaches to addressing geotechnical problems. Similarly, Firmansyah et al. (2021) utilize geological mapping to interpret complex structural formations, and Fanani et al. (2021) bridge the gap between application and innovation with slope stability analysis.

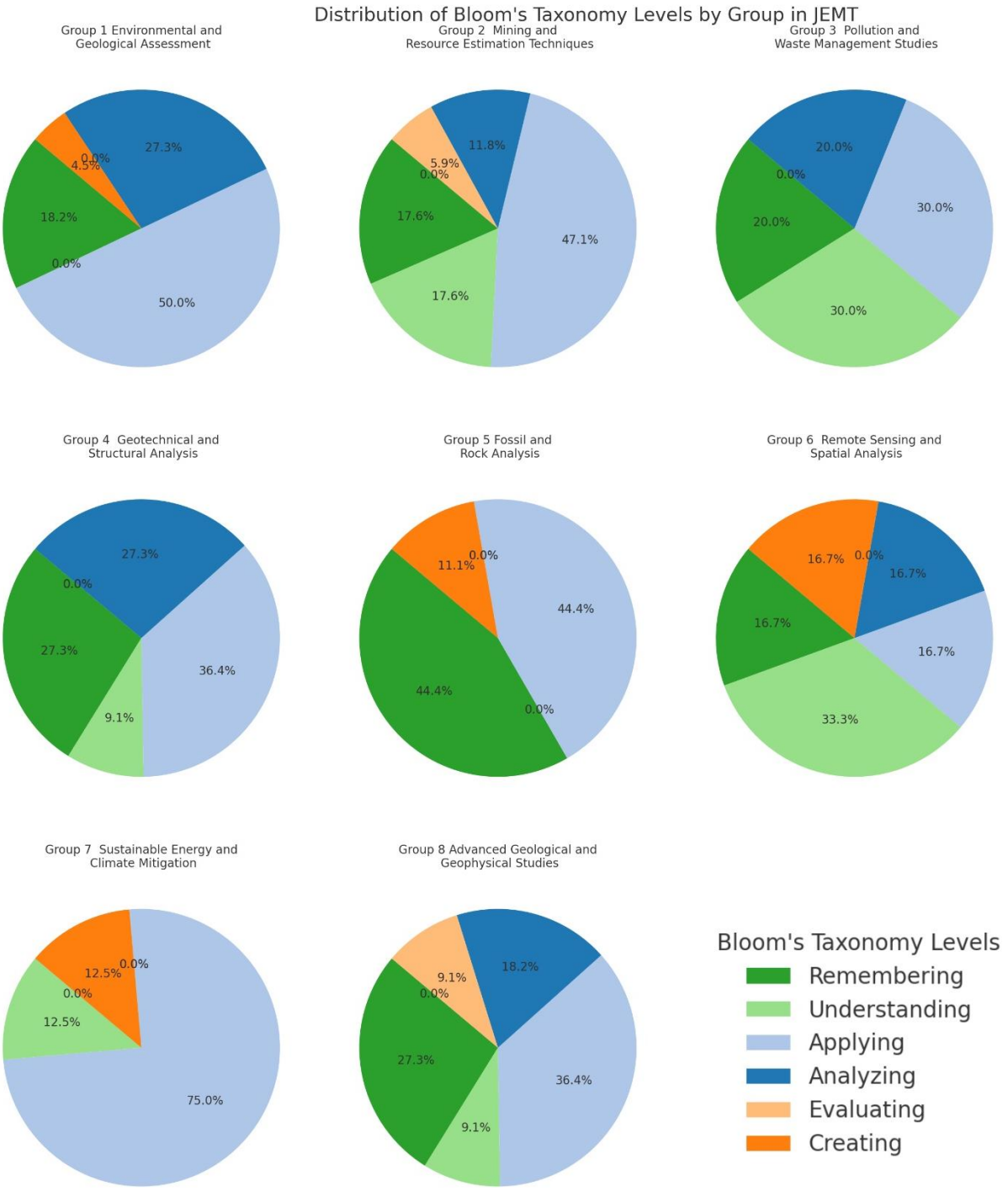

Figure 2. Distribution of Bloom's Taxonomy Levels by Research Group in the JEMT. This pie chart series illustrates cognitive engagement across different research categories, highlighting the diversity of intellectual processes—from Remembering to Creating—employed in the latest scholarly articles. Each chart corresponds to a specific group, reflecting each field's unique cognitive demands and focus areas.

The JEMT significantly contributes to fossil and rock analysis (Group 5), showcasing a balanced representation across Bloom's Taxonomy (See Figure 2). In the Analyzing domain,

studies such as Daryono and Idarwati (2024a, 2024b), Daryono et al. (2024), and Daryono (2024) delve into facies, provenance, and depositional environments, providing critical insights into the geological history of formations in South Palembang and Jambi. These works reflect the journal's emphasis on detailed analytical methods to understand sedimentological and petrographic characteristics. At the Creating level, the journal advances innovative interpretations of geological formations. For instance, Maulia and Idarwati (2023) and Daryono et al. (2022) contribute to the understanding of macrofossil characteristics and architectural elements of formations, while Prasetyadi et al. (2022) provide a comprehensive facies analysis of fluvial deposits. These studies highlight JEMT's focus on combining empirical data with creative geological interpretations, fostering a deeper understanding of past environments. Putri et al. (2023) explore riparian vegetation dynamics in the Understanding domain, offering foundational knowledge that bridges the gap between ecological and geological studies. Dezilia and Harnani (2023) also contribute to geotourism by applying the M-GAM method, creatively integrating geological assessments with tourism potential, further expanding the scope of geological applications.

The JEMT highlights the critical role of remote sensing and spatial analysis in advancing environmental and geological research (Group 6), with studies spanning various cognitive levels as categorized by Bloom's Taxonomy (See Figure 2). Susandi et al. (2024) integrate renewable energy and blue carbon ecosystems in the Evaluating domain, providing valuable insights into climate change mitigation strategies for Indonesia's coastal regions. This research emphasizes the practical applications of spatial analysis in addressing large-scale environmental challenges. In the Applying domain, Prayuda and Kusuma (2023) and Putri (2023) demonstrate using machine learning techniques and multivariate statistical methods to predict land cover changes and analyze coal composition. These studies illustrate the journal's focus on leveraging remote sensing and data analysis for practical problem-solving in environmental and geological contexts. For Analyzing, Widiatmoko et al. (2021b) contribute by examining the relationship between fault fracture density and residual gravity, offering insights into structural geology and its implications. This analytical approach reflects the journal's dedication to unravelling complex geological patterns using spatial data. At higher cognitive levels, Pradani et al. (2023) exemplify the Creating domain by analyzing the roughness of discontinuous surfaces in volcanic rocks, showcasing the innovative use of spatial techniques to understand the aftermath of geological events such as eruptions. Meanwhile, in the Understanding domain, Sari et al. (2020) assess groundwater quality in karst regions, providing foundational knowledge for future applications in water resource management.

The JEMT presents critical insights into sustainable energy and climate mitigation (Group 7) through its contributions to geothermal, mining reclamation, and atmospheric studies, effectively showcasing alignment with Bloom's Taxonomy (See Figure 2). In the Creating domain, studies such as Melang et al. (2023) and Pratiwi and Nurcholis (2023) demonstrate innovative approaches in designing optimized drainage systems for andesite mining and reclamation plans for quartz sand mines, respectively, emphasizing practical and sustainable mining solutions. Similarly, Widiatmoko et al. (2020) and Firmansyah et al. (2022b) contribute by developing conceptual models and assessing geothermal temperature

slopes, advancing knowledge in renewable energy exploration and utilization. The exploration of atmospheric and environmental impacts, as seen in Mayasari and Yulfiah (2023), further enriches the journal's commitment to sustainability by investigating long-term patterns in acid rain prevalence and its correlation with atmospheric conditions. This study highlights the intersection of climate science and environmental monitoring in addressing global challenges. In the Understanding domain, Hisan et al. (2020) examine the hydrostructure of geothermal groundwater manifestations, providing foundational knowledge crucial for effective resource management and sustainable energy planning. This aligns with the journal's role in disseminating research that bridges theoretical concepts with practical applications.

The JEMT significantly contributes to advanced geological and geophysical studies (Group 8), with research categorized across various cognitive levels in Bloom's Taxonomy (See Figure 2). At the Analyzing level, studies like Wibowo et al. (2022) and Jusfarida et al. (2022) focus on stratigraphic reanalysis and tectonic influences on underwater morphology, applying rigorous analytical methods to understand complex geological and geophysical systems. Similarly, Usman et al. (2021) examine productivity in gravel mining operations, contributing critical insights into operational efficiency and geological implications. In the Creating domain, Qur'an et al. (2022) and Widiatmoko et al. (2021a) demonstrate innovative approaches through detailed geological investigations and mapping, offering new interpretations of morphological and structural formations. Pradani (2021) and Agustine (2020) also showcase advanced modelling techniques, including stress distribution analysis in underground mining and multi-attribute seismic applications for reservoir modelling, reflecting the journal's focus on pioneering solutions in geoscience. For Evaluation, Purnomo et al. (2021) and Salindeho (2020) critically assess drilling productivity and the relationship between porosity and permeability in reservoir modelling, providing practical evaluations that inform operational improvements and resource management. The Applying domain is represented by Cahyono (2020), which outlines technical ventilation planning to enhance mining safety and efficiency. At the foundational Remembering level, Putri (2020) provides essential knowledge with a formula for coal pillar strength, supporting fundamental learning in mining practices.

Conclusion

In conclusion, this review has systematically applied Bloom's Taxonomy to analyze the Journal of Earth and Marine Technology (JEMT), providing a detailed classification of the journal's articles across various cognitive levels. The findings demonstrate a predominant focus on higher-order thinking skills such as analyzing and creating, underscoring the journal's contribution to advancing knowledge in earth and marine sciences. This study not only reinforces the importance of using established educational frameworks for enhancing the accessibility and pedagogical value of academic publications but also highlights the potential for these methodologies to improve instructional design and educational effectiveness. Furthermore, the insights gained from this analysis could guide future editorial strategies and contribute to developing more targeted and effective educational resources within the scientific community.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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