

IMPLEMENTATION OF AFFECTIVE DOMAIN ASSESSMENT IN ISLAMIC RELIGIOUS EDUCATION LEARNING AT SDN RAMPAL CELAKET 2 MALANG

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Abstract

Affective domain assessments that assess the emotional, motivational, attitude, interest, and spirit of learners have the same urgency as cognitive and psychomotor domains. The three domains that are the learning objectives are important positions in learning. But in actualization, the psychomotor and affective domains are often ignored, because they are too complicated and long in time. While the cognitive realm that emphasizes knowledge gets the maximum portion. This is an interesting thing to discuss with the aim of analyzing the assessment of the affective domain in PAI learning at SDN Rampal Celaket 2 Malang along with its supporting and inhibiting factors. Researchers will conduct research with a qualitative-descriptive approach to examine the assessment of affective domains in PAI learning at SDN Rampal Celaket 2 Malang. The data that has been obtained and collected will be analyzed using Milles and Huberman data analysis which includes data reduction, data presentation and conclusions from the data that has been analyzed. According to research that has been conducted, it shows that the assessment of the affective realm at SDN Rampal Celaket 2 Malang is carried out in several stages, there are planning, implementation, and evaluation. In planning, teachers make tables containing statements and assessment scales to be used in their implementation. The implementation is carried out through observation of students and conducting interviews with other teachers. While in the evaluation, the teacher analyzes the non-achievement of students at the assessment threshold. Students who are below the threshold will receive treatment to improve their affective learning outcomes.

Keywords : *Assessment; Affective Domain; Islamic Religious Education*

INTRODUCTION

Assessment of PAI learning is carried out in three domains as well as the learning objectives themselves, which include the cognitive/knowledge domain, the affective/emotional domain, and the psychomotor/skill domain. (Sutrisno & Suyatno, 2015) This shows that learning objectives also cover these three domains. The cognitive realm leads to the intelligence of students, the psychomotor realm leads to a learner's skills that include small muscle movements and large muscles, and the affective realm that leads to attitudes and norms that are internalized in the learners' personalities. (Yuberti, 2013) As learning objectives, these three domains are formulated in planning, implementing, and evaluating learning starting at low levels to high levels. This classification makes it easier for teachers to carry out learning so that learning is more systematic and comprehensive.

These three domains as learning objectives certainly need to be involved in learning that takes place as a whole. But the reality in the field shows that the affective and psychomotor domains have not received an adequate portion due to difficulties in the development process. (Rukajat, 2018) Especially in the affective realm which is considered a very difficult domain to develop, including how to evaluate. In addition, the implementation of the affective realm occurs because of the teacher's lack of understanding of the application of appropriate affective assessment. (Akbar et al., 2021) This is in contrast to the statement of Binet and Simon quoted by Nurul Imtihan saying that life problems related to intellectual intelligence are not so many problems caused by dishonorable personalities. (Imtihan et al., 2017) This is reinforced by moral degradation that is increasingly rife among students. This moral definition is reflected through the actions of students saying dirty, destructive, stealing, disciplinary at school, running away from home and other things included in it. (Willis, 2014) Field conditions that show increasingly rampant moral degradation require the world of education to improve, especially in the realm of affection that can encourage students to internalize the good values that have been taught. Teachers as parents in schools are required to carry out their duties and obligations so that students have good morals. It also needs to be handled from the tricerter of education, including family and community, to participate in maximizing educational goals.

The realization of these three domains in learning is needed, because according to McCormack as quoted by Imtihan assessments carried out in the cognitive realm alone

cannot represent the competence of students and it is still difficult to explain the function of an assessment that can be used as a basis to guide students to study hard let alone internalize the knowledge. Popham as quoted by Imtihan too affirmed that affective realm assessments can determine the success of learners. Students who have low affective abilities will have difficulty achieving optimal intellectual success. (Imtihan et al., 2017) The success of students in the cognitive and psychomotor domains can be perfect with their success in the affective domain, because these three domains stand complementary. Denton and McKinney argue that affective domains related to learners' interests, values, attitudes, and practices can be used in support of internalizing cognitive material. Assessment of the affective domain is needed to improve teachers' ability to teach and help students to achieve optimal abilities. (Anwar & Fakhruddin, 2016) To support this convenience, there needs to be awareness so that the affective realm is not presented as an assessment but infused with things that occur after its implementation.

Affective domain assessment leads to assessments related to character cultivation so that it can be the basis for teachers in making learning improvements. The affective realm includes five levels from simple to complex, namely: receiving, responding, valuing, organization, and characterization. (Yuberti, 2013)

- a. Acceptance (receiving), which is an awareness and willingness to accept the existence of phenomena in the environment. At this stage of acceptance, students show their sensitivity to the existence of a phenomenon that occurs in their environment or existing stimulus. (Akbar et al., 2021) Acceptance indicators are the ability and willingness of learners to choose, ask, follow, describe, identify, give, demonstrate, mention, repeat, use, and select. (Mahmudi et al., 2022)
- b. Responding, namely the active involvement of students by responding to a phenomenon in their environment, this includes willingness, approval or response. Responding indicators are learners answering, discussing, helping, respecting, doing, giving, reading, memorizing, choosing, telling, reporting, and writing.
- c. Appreciation (valuing), which is receiving a value that then chooses against the value that tends to be preferred and commitment to using the value he chooses. Award indicators are the ability of learners to describe, complete, explain, distinguish, form, follow, merge, invite, read, propose, vote, work, report, learn, and take part. (Yuberti, 2013)

- d. Organization is the ability reflected in students to combine different values, solve problems, and form a consistent value structure. (Yuberti, 2013) Organizing indicators are learners changing, combining, organizing, complementing, comparing, explaining, maintaining, formulating, identifying, generizing, modifying, integrating, preparing, synthesizing, and connecting. (Mahmudi et al., 2022)
- e. Characterization, namely the ownership of students to values that can control their behavior, is done consistently, and is a characteristic of these students. Characterization indicators are learners distinguishing, proposing, applying, demonstrating, listening, influencing, modifying, asking, demonstrating, solving, and using. (Yuberti, 2013)

The above stages are stages contained in the realm of affect. When analyzed and understood step by step, it shows the overlap of each stage. But these stages come from long research and will certainly succeed if actualized. These stages show differences with the stages in the cognitive realm that are arranged hierarchically ranging from simple to complex. A thorough analysis and understanding is needed so that the implementation of the affective domain can be systemically structured.

One of the needs for affective domain assessment is found in PAI learning, where this learning not only leads to the ability of students related to their knowledge but also to internalize it in everyday life. Some PAI materials point to the obligations of a Muslim that must be carried out so that the affective realm is needed to touch the ability of students in this matter. PAI subject teachers are required to observe their students optimally and consistently. The difficulty of planning, implementing, and evaluating the affective domain requires teacher accuracy in order to assess students who can then analyze deficiencies that need to be corrected. (Setiawan, 2018) The position of Islamic Religious Education (PAI) learning is very important, because through learning PAI can guide students to behave according to Islamic religious values and be able to guide students to learn related to Islamic science so that they can increase their knowledge about their religion. PAI learning will strengthen the existence of Islamic teachings which notabe is a must in the person of a Muslim. Through PAI learning that is carried out can increase faith so that they have awareness and can internalize it well in their daily lives. (Hakim, 2022)

The implementation of PAI learning must pay attention to the differences in each individual (*furq al-fardiyyah*) of students and respect their degrees, dignity, and freedom of

thought so that learning is understood as a fun process and can encourage their individuals to develop optimally. In addition, teachers are required to instill in students the concept of *lifelong education and education for all, as the Prophet said. "Demand knowledge from the swing to the grave" and studying is an obligation for every Muslim and Muslimat."*

METHODS

The research under title "Implementation of Affective Domain Assessment in Islamic Religious Education Learning at SDN Rampal Celaket 2, Malang," was carried out using a qualitative-descriptive research approach.(Yusuf, 2014) Through this approach, this research is presented by describing and describing the affective domain assessments carried out by teachers at the school in an honest and scientific manner. As the title suggests, this research is field research with the research object at SDN Rampal Celaket 2 Malang which will discuss the implementation of affective domain assessment in Islamic Religious Education learning. In order to support the success of the research, both primary data will be obtained from interviews with one of the PAI teachers at SDN Rampal Celaket 2 Malang as well as secondary data obtained from books that discuss the concept of assessing the affective domain in learning and books, journals or writings that can support the success of research regarding the implementation of assessment in the affective domain. Interviews as primary data for this research were conducted for one week, from November 14 2023 to November 21 2023 at SDN Rampal Celaket 2 Malang. After the data is collected, the researcher will carry out data analysis according to the stages described by Milles and Huberman which include first, data reduction, second, presentation of the reduced data, and finally conclusions on the data that has been presented and as answers to questions related to affective domain research. (Sugiyono, 2017)

RESULTS

Based on interviews with PAI subject teachers at SDN Rampal Celaket 2 Malang regarding affective domain assessment, it shows that this assessment is very important in learning because through affective assessment a teacher gets information regarding students' attitudes, interests, emotions and feelings during learning. According to the PAI teacher at the school, affective domain assessment is an assessment that concerns the characteristics of student behavior such as emotions, attitudes, interests, and feelings of students.

According to him, affective assessment cannot be separated from other assessments, there are assessment of the cognitive domain and psychomotor domain, because in reality students' affectiveness is a manifestation of the knowledge and skills of students' learning outcomes. These three domains must be included in planning, implementation, and evaluation so that educational goals can be achieved optimally.

The teacher's perception of the importance of affective assessment makes PAI teachers carry out affective assessments of their students. The assessment of the affective domain in PAI subjects is carried out by teachers through three stages, starting from planning, implementation, to evaluation. In the first planning stage, the teacher creates a simple rubric containing statements that will be observed for each student. The rubric contains the statements that will be assessed and the assessment scale which includes numbers 1 to 5. The statements contained in the rubric are made by adapting the material provided by the teacher. Through this rubric, teachers have reference material for what they will observe about each student. SDN Rampal Celaket 2 Malang said "The rubric that I created is quite simple, because even those I teach are still children so the values that are instilled are still only basic values."

Second, the implementation stage where the teacher observes the students one by one and then puts a tick on the scale according to what the students reflect. Carrying out assessments in the affective domain through observation is relatively easy but requires teacher accuracy so that the assessment is correct. Adding statements to the rubric table that have been made is not always done in class, it is usually also done after the lesson is finished in the teacher's room. This requires a strong memory so that the judgment is not wrong between one student and another. If you encounter students whose affection displays abnormality, as usual, immediate notes will be made on both commendable and disgraceful behavior. Learning with the object of elementary level students requires teachers to frequently give praise or reprimand. Students who show good behavior are given praise to provide rewards so that they are enthusiastic about doing good things. Meanwhile, students who show disgraceful behavior will be given rewards in the form of punishment or advice as an effort to prevent students from repeating the same thing.

The final stage is the evaluation stage of the affective domain assessment. At the evaluation stage the teacher analyzes the implementation of the affective domain assessment that has been carried out to measure whether the assessment carried out is appropriate or not. This

is needed so that the learning carried out by the teacher has good and maximum output. Apart from that, at the evaluation stage the teacher also analyzes the students' achievements to see whether the students achieved the specified values or not. Students who do not reach the threshold will be given different treatment to reach the assessment threshold. Meanwhile, students who have reached the threshold will be analyzed for things that support this achievement and this method can be used in subsequent assessments. "Usually there are also children whose assessment of the affective domain is still lacking, so I have to give special treatment to these children so that their assessment can improve but don't require it to be perfect, because children like that are usually quite difficult for me."

The explanation given by the teacher above shows that the assessment was carried out in the affective domain using observation methods, real-time notes and interviews. In the interviews conducted, PAI teachers explained that in assessing the affective domain they did not use written assessment instruments because they were difficult to carry out. The teacher uses research instruments in the form of a statement table with a Likert model attitude scale, notebook and pen to record important things related to the affective domain as well as interviews with other teachers. The Likert model attitude scale that teachers have to carry out assessments is as a guide in observing each student. The assessment that has been carried out by the teacher then becomes material for the report to the students' parents which is included in the form of a journal which is submitted to each student's report card. The affective domain assessment carried out by SDN Rampal Celaket 2 Malang used a Likert model attitude scale which in its report gave predicates from the highest to A, B, C, D, and E to the lowest. Assessment with observations included in the report card by giving the predicate A-E with the lowest predicate "E". Meanwhile, instant notes made by the teacher support assessment and can be used as material for attitude descriptions that are added to students' report cards. Regarding interviews conducted by teachers with other teachers using an unstructured interview model and teachers carry out interviews with the help of an attitude scale which they have made in the form of statements as a limitation for interviews with other teachers. The interviews conducted were non-binding because they were conducted when the teacher had free time. The interview results obtained will be adjusted to the relevant teacher's assessment and will be taken into consideration in assessing students in the affective domain. Through this interview, teachers want to see whether the behavior reflected by students when they see

them is the same as what is shown to other teachers so that the assessment carried out is appropriate and effective.

This PAI teacher at SDN Rampal Celaket 2, Malang has tried to carry out an affective assessment according to the concept of assessment itself. Of course, in carrying out assessments, teachers experience problems, as in the interviews conducted, the teacher explained that “in this affective assessment, especially in assessing students' attitudes, teachers sometimes find that students' behavior is different towards one teacher and another and also between students and students, so the assessment is less accurate. especially for secondary school teachers who only meet face to face once a week. For example, student A is nice to teacher A but has a different attitude to teacher B, as well as his attitude towards his friends.”

The affective domain assessment carried out by the teacher can be a report to the students' parents so that they know their children's behavior at school. Apart from that, the affective domain assessment can be used by teachers to help and become a material in improving the quality of learning in the classroom. As the results of the interview revealed, “Because by knowing students' affectivity, teachers can adapt to students' affective conditions in implementing student learning. Learning becomes more efficient and effective.”

DISCUSSION

Based on the results of research conducted through interviews with PAI teachers at SDN Rampal Celaket 2, Malang, affective research is difficult to carry out but must be carried out. In literature, it is explained that the affective domain is difficult to assess because it involves students' internalization of the values they have obtained through learning. In fact, it can be assumed that in formal education students display disciplined behavior and comply with regulations only to avoid punishment. This is also a problem with affective assessment where in reality students can carry out the values they have learned while being supervised by the teacher. (Satria, 2018)

PAI learning as a subject content in schools is a means of maintaining the existence of knowledge of Islamic teachings which aims to create individuals as God-fearing servants of Allah who can achieve a happy life in this world and the hereafter. PAI material that concerns the values of life requires that not only knowledge be the focus of learning but also touch on the affective domain which focuses on students' internalization of the values

of Islamic teachings. The urgency of PAI learning means that evaluation of PAI learning is important and crucial so that the learning objectives are achieved well and optimally. (Mufidah, 2020) The content in PAI material is related to knowledge, practice, and devotion to God as a means to meet human needs in living life. With PAI learning, human existence to worship Allah and interaction with humans and other creatures is maintained.

Evaluation of the affective domain which concerns students' attitudes, appreciation, feelings and emotions is carried out systematically starting from the planning, implementation, to evaluation stages. This is the same as the concept in conducting affective research which includes these three things. Evaluation has a function as a provider of information to determine the level of success of the ongoing teaching and learning process. (Kunandar, 2015) Without the presence of evaluation activities, it is impossible to find information about the shortcomings and advantages of the teaching and learning activities that have been implemented. Through careful planning, the evaluation of the affective domain can be carried out systematically and more maturely. In implementing the affective domain assessment, the teacher carries out the assessment according to the affective domain hierarchy which consists of acceptance, answer, assessment, organization, and characterization. (Yuberti, 2013) This assessment is aimed at finding out the extent to which students' affective domains match planned expectations.

Affective assessment which leads to assessments related to students' interests, attitudes, appreciation, feelings, emotions or level of acceptance and rejection during learning is one of the important assessments, as is the assessment in the cognitive and affective domains, but the portion for the affective domain is still relatively low. (Mardapi, 2017) However, in the future context, affective assessment is much more useful because it touches on students' internalization of the material they have received. As according to Krathwohl, the assessment of the affective domain is aimed at improving the quality of character and conscience in a complex but internally consistent manner. (Ulfah & Arifudin, 2021) The assessment carried out at SDN Rampal Celaket 2, Malang, the teacher only made observations of his students to carry out assessments in the affective domain as well as interviews with teachers who taught in the same class. This happens because the assessment of the affective domain requires teacher accuracy and takes a long time. Observations of students are seen as representing a simple assessment of the affective domain because they can be done flexibly. (Ismail, 2020)

The affective domain assessment instruments in PERMENDIBUD number 66 of 2013 are as follows.

1. Observation. Observation is carried out by teachers using the senses continuously, either directly or indirectly with an instrument containing indicators to be observed from students. Can be applied by teachers in learning and outside learning. Aspects that are assessed are in the form of spiritual attitudes (religious observance), honesty, mutual help and others. This instrument is commonly used in the assessment of the affective domain. This instrument encourages teachers to always pay attention to the growth and development of students in their attitudes, interests, appreciation and values.
2. Self-assessment, this can be done by asking students to explain their advantages and shortcomings in learning achievement based on competence. The instrument used is in the form of self-assessment scores in simple language that is easy for students to understand.
3. Assessment between friends, namely by asking students to assess each other's attitudes and behaviors on a daily basis. This instrument can support the results of self-assessment carried out independently by each student. Through assessments between friends, teachers can find out how the development of the affective realm of their students.
4. Journal, in the form of teacher notes from the results of student observations containing the weaknesses and strengths of students as well as the attitudes and behaviors of students. (Widodo, 2021)

The scale of affective domain assessment instruments is diverse, teachers can choose between the Thurstone scale, Likert scale, and Semantic Difference scale. This variety of scales can be used if the assessment instrument is in the form of a questionnaire or questionnaire. (Ismail, 2020) While assessments that use observation instruments can use a rating scale or rubric scoring. Assessments that use instruments in the form of interviews can use qualitative and quantitative analysis of the results by concluding the results of interviews that have been conducted. In addition, another instrument that can be used in affective domain assessment is the anecdotal record, where a teacher performs an instantaneous record of the behavior and actions of learners. (Ratnawati & Sumarni, 2013)

The assessment carried out by PAI teachers at the school is carried out systematically starting from planning, implementation, to evaluation. This is done to maximize the affective domain assessment process. In planning, the teacher is the main focus because he is the one who designs the assessments that will be implemented. The teacher designs a table containing statements accompanied by a value column like a Likert scale to assess students. At the implementation stage, the teacher makes observations to see and assess the students' affective domain abilities with the content that has been included in the table. Apart from that, teachers also take notes instantly and interviews are not tied to other teachers. The final stage is evaluation of the assessments that have been carried out as an effort by the teacher to obtain information about the assessments that have been carried out, the good things will be maintained and the bad things will be corrected. Apart from that, the teacher will analyze students' achievements related to the affective domain. Students who achieve the specified grades will be given rewards in the form of praise, while students who are still lacking will be given certain treatment to improve their grades. This is done by teachers as an effort to improve affective domain values which will be beneficial for the students' future.

Observations made by teachers can continuously touch the implementation of effective assessment in learning aimed at two things, there are affective competence which includes appreciation, response, assessment, and internalization of students to be achieved as well as student attitudes and interests. Through the grid that has been made by the teacher in the form of a Likert scale table, teachers can determine the success of students as a whole, both in the realm of attitudes, interests, self-concept, values, and morals. (Saftari & Fajriah, 2019) The use of Likert scales in affective domain assessments is often used because it maximizes assessment and is easy to implement. Like other domain assessments, affective domain assessments will be affixed to student report cards as learning outcomes reports to parents. The affective domain scores in the report card are indicated by the letters A for very good, B for good, C for enough, D for less, and E for less once and equipped with a teacher description. From the interviews that have been conducted, it can be understood that the assessment instruments carried out by PAI teachers at SDN Rampal Celaket 2 Malang consist of:

1. Assess with observations which then check the column that corresponds to the results of the observations made. The statements contained in the column are statements that are in accordance with the needs and material that have been submitted. The results of

these observations will be material to be calculated using the Likert scale which then shows its success or not.

2. Instantaneous records made through observation. This record can be a complement to the assessment of the affective realm when reporting and can be a material for self-evaluation of students.
3. Interviews with teachers who teach the same class. This is also as a support for assessments carried out by teachers.

The affective domain assessment conducted by PAI teachers at SDN Rampal Celaket 2 Malang is relatively simple, because it only involves him and fellow teachers to conduct the research. However, this has been done by teachers starting planning, implementing, and evaluating to improve it. Teachers' understanding of the importance of affective domain assessment is a strong foundation for achieving affective domain learning objectives. Because with this foundation, teachers have the motivation to carry out learning by providing portions of cognitive, psychomotor, and affective domains appropriately.

CONCLUSION

The assessment of the affective domain in PAI learning at SDN Rampal Celaket 2 Malang is carried out through three stages, namely planning, implementation, and evaluation. According to the teacher, affective domain assessment is very important because through this assessment a teacher gets information about the attitudes, interests, emotions, and feelings of students during learning. Affective domain assessment itself cannot be ruled out because basically the affective of learners is a manifestation of the knowledge and skills of student learning outcomes. Teachers conduct assessments through observation of their students and interviews with other teachers. The results of the assessment carried out by the teacher are then reported to parents through student report cards by affixing a scale A to E equipped with a description related to the affective of students. The obstacle to affective domain assessment that occurs is the difference in teachers' views of the same students, this happens because the teachers interviewed are different subjects so that students have differences also in learning.

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