

## Implementation Of Affective Learning Assessment At MA Al-Mahdi Pabuaran

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### Abstract

This study aims to analyze the implementation of affective learning assessment in MA Al-Mahdi Pabuaran through a qualitative approach. Qualitative research methods are used to explore the perceptions and experiences of teachers and students regarding the affective assessment process in the educational environment. By collecting data through in-depth interviews, observation, and document analysis, this study evaluated the effectiveness of affective assessment methods applied in schools. This study aims to analyze the implementation of affective learning assessment in MA Al-Mahdi Pabuaran through a qualitative approach. The results of this study show that affective assessment is beneficial for the development of student behavior towards a better direction and provides deeper insight into effective strategies in assessing students' affective aspects and provides recommendations for improving affective assessment practices in similar educational institutions. In this study, it can be seen that the implementation of affective learning assessment at MA Al-Mahdi Pabuaran has been carried out as it should. This can be seen from the application of several steps in the implementation of affective assessment at MA Al-Mahdi Pabuaran such as learning planning, application of Affective Assessment instruments, Implementation of Observations, assessment and scores and Implementation of Learning Process Evaluation. Thus, this research is expected to make an important contribution to the development of a more holistic and sustainable affective assessment approach in Islamic educational institutions.

**Keywords:** Affective Assessment, MA Al-Mahdi.

### Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi penilaian pembelajaran afektif di MA Al-Mahdi Pabuaran

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melalui pendekatan kualitatif. Metode penelitian kualitatif digunakan untuk mengeksplorasi persepsi dan pengalaman para guru dan siswa terkait proses penilaian afektif di lingkungan pendidikan tersebut. Dengan mengumpulkan data melalui wawancara mendalam, observasi, dan analisis dokumen, penelitian ini mengevaluasi efektivitas metode penilaian afektif yang diterapkan di sekolah. Penelitian ini bertujuan untuk menganalisis implementasi penilaian pembelajaran afektif di MA Al-Mahdi Pabuaran melalui pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa penilaian afektif bermanfaat bagi perkembangan perilaku siswa menuju arah yang lebih baik dan memberikan wawasan yang lebih mendalam tentang strategi yang efektif dalam menilai aspek afektif siswa dan memberikan rekomendasi untuk meningkatkan praktik penilaian afektif di lembaga pendidikan serupa. Pada penelitian ini dapat diketahui bahwa implementasi penilaian pembelajaran afektif di MA Al-Mahdi Pabuaran sudah dilakukan sebagaimana mestinya. Hal ini dapat dilihat dari diterapkannya beberapa langkah pada implementasi penilaian afektif di MA Al-Mahdi Pabuaran seperti di lakukannya Perencanaan pembelajaran, penerapan instrument Penilaian Afektif, Pelaksanaan Pengamatan, penilaian dan skor serta Pelaksanaan Evaluasi Proses pembelajaran. Dengan demikian, penelitian ini diharapkan dapat memberikan kontribusi penting bagi pengembangan pendekatan penilaian afektif yang lebih holistik dan berkelanjutan di institusi pendidikan Islam.

***Kata Kunci:*** Penilaian Afektif; MA Al-Mahdi.

### **A. Introduction**

In the era of technological and information development like today, education no longer only focuses on cognitive aspects, but also on the development of affective aspects or attitudes, values, and emotions of students. Therefore, it is important for a teacher and an educational institution to have effective methods to assess and

measure the affective development of students in the context of learning.

Affective is one of the domains in Bloom's taxonomy that refers to aspects of a person's feelings, emotions, and attitudes. Affective learning includes increased emotional awareness, ethical development, and the development of positive values and attitudes. Assessing students' affective development is an

important step in ensuring that education includes not only mastery of the subject matter, but also good character development.

However, judging from the affective realm is not an easy task. Appropriate and valid assessment instruments are needed to objectively measure students' affective development and there is no impression of leaning towards a particular individual. Good assessment instruments will help educators identify students' strengths and weaknesses in affective aspects, so that they can design more effective learning programs to meet individual needs.

In addition, the development of quality affective assessment instruments is also important for the evaluation of the learning program as a whole. It can help educational institutions evaluate the extent to which affective learning objectives are being achieved and whether there needs to be improvements in curriculum design or teaching methods.

There have been many articles that discuss related to the implementation of affective and psychomotor cognitive assessments such as in the journal entitled

Application of Evaluation Techniques in Subjects in State Aliyah Madrasas. which discusses broadly related to assessment techniques in general. While the author's focus here emphasizes the implementation of assessment in the affective realm only, there are also several articles that discuss the implementation of affective assessment as is the case in the journal entitled Affective Evaluation in Islamic Religious Education Learning in Schools, but the realm of discussion is more to Islamic religious education only.

This article will discuss the importance of affective learning assessment instruments in an educational context. The author aims to explore different types of assessment instruments that can be used to measure the development of students' affective domains. In addition, we will discuss factors that need to be considered in the development of valid and reliable affective assessment instruments.

Through a deeper understanding of affective learning assessment instruments, we can improve the quality of education and assist students in the development of affective competencies

necessary for success in their lives, both in school and outside of school.

The implementation of Affective Learning Assessment in MA Al-Mahdi Pabuaran involves the educational context in Indonesia, where its emphasis on affective learning in secondary education institutions is increasingly important. MA Al-Mahdi Pabuaran, as one of the secondary education institutions in Indonesia, actively applies an educational approach that focuses on affective aspects, which includes attitudes, values, and behaviors of students.

The importance of affective learning assessment at MA Al-Mahdi Pabuaran is related to the awareness of the need to develop the whole individual, not only on cognitive aspects, but also on social and emotional aspects. Therefore, the need to apply appropriate assessments to measure progress in terms of effective learning is crucial. The background of this journal is that despite awareness of the importance of affective learning, there are deficiencies in the literature or guidelines that provide a solid foundation for effectively implementing affective

learning assessments in the educational environment concerned.

## **B. Research Methods**

The research method at this time uses a qualitative descriptive approach used to describe and analyze a phenomenon characteristic in depth, including in the context of affective learning assessment at MA Al-Mahdi Pabuaran. Here are the steps that can be applied: *First*, data collection, by means of interviews with teachers, students, and administrative staff to get their views on affective learning assessments. *Second*, direct observation in the classroom to understand how affective assessment is implemented in daily learning practices.

*Third*, document analysis, analyzing school policies related to affective learning assessment. Analyze documents such as lesson plans and student evaluation reports to understand how affective assessment is incorporated into the curriculum. *Fourth*, the determination participants selected relevant teachers, students, and administrative staff as research participants based on their in-depth understanding of affective learning assessment. *Fifth*, data analysis, identifies

common patterns in data collected from interviews and observations. Analyze the content of documents related to affective assessment to describe the application of certain concepts in MA Al-Mahdi Pabuaran. *Sixth*, drawing conclusions, interesting conclusions related to the effectiveness and challenges in the implementation of affective learning assessment at MA Al-Mahdi Pabuaran.

Develop recommendations based on research findings for improvement or improvement of the affective assessment process in the school. Furthermore, verify the findings, verify the results of the research with related parties, including teachers and administrative staff, to ensure the validity of the findings and recommendations.

This method greatly helps researchers to understand more comprehensively the application of affective learning assessment in MA Al-Mahdi Pabuaran as well as to identify challenges and opportunities in the process. Thus, the research can provide valuable insights for the development of affective assessment approaches in such schools.

## **C. Results and Discussion**

### **1. Definition of Affective Assessment Instruments**

Before explaining more broadly about the understanding of affective assessment instruments, it should be understood that the objectives of education held in Indonesia cover three domains, namely affective, psychomotor and cognitive so that assessment must also emphasize these three domains (Husamah et al., 2013).

However, reality shows that assessment activities are still not comprehensive, and are still dominated by cognitive assessment. This is shown by the number of educational units that reduce assessment activities as test activities.

While the assessment is not only focused on cognitive assessments. There is an affective assessment which prioritizes the assessment of students' spiritual attitudes and social attitudes.

Assessment at MA Al-Mahdi does not only focus on cognitive assessment, but affective assessment is also the main assessment at MA Al-Mahdi, considering that in this day and age assessment in the affective realm really must be applied and even prioritized.

Given the many incidents that occur in the field related to students who lack good manners when studying at school. One of them is when studying, there are still students who leave the classroom without permission, and there are even many students who when they meet the teacher do not want to say hello or shake hands.

So research related to affective assessment is considered important to be examined more deeply so that assessment in the affective realm can also be an assessment that plays an important role in the educational process.

This article will discuss affective assessment instruments including definitions, types, operational verbs, and scale instruments. Permendikbud No.66 of 2013 which stipulates that "Assessment of student learning outcomes including attitude, knowledge and skill competencies is carried out in a balanced manner", so that not only cognitive competencies (knowledge) and skills (psychomotor), attitudinal competencies (affective) also need to be assessed.

Kunandar (2014) states that affective domain assessment (attitude) is

an assessment carried out by teachers to measure the level of achievement of attitudinal competencies of students which includes the domains of receiving, responding, valuing, organizing, and characterization. (Kunandar, 2014).

The affective realm is 5 levels of affective thinking according to. (Krathwohl et al., 1964).

*a. Receiving*

*Receiving* is the lowest level of thinking in the affective realm. Level receiving concentrates on students' sensitivity to phenomena and stimuli. (Krathwohl et al., 1964: 98). *Receiving* is characterized by a person's ability to learn from others. This includes awareness, the desire to receive stimulus, control and selection of symptoms or stimuli from outside (Sudjana & Nana, 2009).

*b. Responding*

*Responding* is characterized by a person's ability to participate well according to context. At this level, students are motivated to engage in ongoing learning activities. The activity of responding and answering occurs at this level and gives the impression that a level of interest and motivation has emerged (Davies & Kevin, 1976).

c. *Valuing*

*Valuing* relates to behavior that shows students' interest (preference) in science. The behavior that marks the achievement of valuing is his own desire to obey and have a commitment to maintain the value he adheres to (Krathwohl et al., 1964). Uno and Koni (2012) added that at the valuing level students are willing to accept certain value systems in individuals, such as showing trust in something, appreciating something and sincerity to do a social life (Uno & Koni, 2012).

d. *Organization*

*Organizing* means students bring together different science values and build a consistent value system. The outcome of organizing learning is the conceptualization of science values and the organization of value systems based on science. Students organize a philosophy of life based on the value of science. (Trowbridge and Bybee, 1986).

Uno and Koni (2012) added that in organizing students receive various different value systems based on higher value systems, such as realizing the importance of harmony between rights and responsibilities, being responsible for

what has been done, understanding and accepting one's own strengths and weaknesses, or realizing the role of planning in solving a problem.

e. *Characterization*

*Characterizing* means, as a result, the individual has built a lifestyle based on a preferred science value system. Individual behavior is consistent and predictable with regard to the value of science. Learning outcomes related to general patterns of behavior that are aligned with this level. According to Uno and Koni (2012), the level of characterization is the highest level of the affective realm, at this level students already have a value system and always align their behavior in accordance with the value system held, such as being objective towards everything (Uno & Koni, 2012).

Affective assessment is a type of assessment used to measure an individual's attitude, value, or feeling toward a concept, object, or activity. These assessments focus on the emotional and affective aspects of the individual, such as attitudes, feelings, interests, and motivations. Affective assessment is used to measure an

individual's emotional response to a subject matter or learning activity.

Affective domain assessments have not found a good and efficient formula compared to cognitive and psychomotor assessments. According to PP number 19 of 2005 article 65 paragraph 2 explains that the assessment of learning outcomes for all subjects in the religious and noble morals subject group, citizenship and personality subject group, aesthetic subject group, physical subject group, sports, and health, is the final score to determine the graduation of students from the education unit. Therefore, the assessment of the affective domain must be carried out objectively and proportionately (Jeanny Indrastoeti, Ismail, 2015).

## **2. Various Affective Assessment Instruments**

Affective assessment instruments in learning are used to measure aspects of students' emotions, attitudes, and values. Here are some kinds of affective assessment instruments.

a. Likert scale: It is one of the most commonly used affective assessment instruments. Students are asked to assess the extent to which they agree or disagree with

statements relating to affective aspects. An example is the assessment of attitudes towards mathematics learning. The source can be created by the teacher or adapted from previous research.

- b. Journal of Reflection: Students are asked to record their reflections and feelings related to learning or a particular topic in the journal. Teachers can then analyze these journals to measure changes in students' attitudes or emotions over time. The source is the teacher or the student himself.
- c. Affective Interview: Teachers or researchers may conduct interviews with students to gain a deeper understanding of their feelings, attitudes, or values related to a particular learning or topic. This kind of interview can include open-ended or structural questions. The source is the teacher or researcher.
- d. Observation: Through observation, teachers can observe students' behaviors, facial expressions, or actions that reflect their feelings or attitudes toward learning. These observations can be powerful

- affective assessment instruments. The source is the teacher or researcher.
- e. Portfolio: Students can collect samples of work or projects that reflect their attitudes, values, or feelings related to learning. The portfolio is then assessed by a teacher or appraiser. The source is the student himself.
- f. Questionnaire: An affective questionnaire is an assessment tool that contains structured questions designed to measure students' attitudes, feelings, or grades toward a particular learning or topic. This questionnaire can be compiled by teachers or can be taken from reliable research sources.
- g. Testif: This is a project designed to express feelings or attitudes that may be difficult to measure in other ways. An example is the Rorschach ink spot test. However, the use of projective tests in educational contexts needs to be careful and may require expert assistance (Kusumawati, 2015).

The source of affective assessment instruments may vary depending on the

type of instrument used. Many instruments can be made by teachers or researchers themselves, while others can be drawn from researching literature or trusted educational sources. It is important to ensure that the affective assessment instrument used has sufficient validity and reliability for its intended purpose of assessment.

Looking at the stages proposed by Kratwohl (in Sudijono 2008), to measure the affective realm does require a relatively longer time. This is because the affective realm is not only concerned with mastering cognition material or skills, but also wants to internalize the values that have been taught in the daily lives of students.

According to Mardapi (2012) assessment of the affective domain of students in addition to using questionnaires can also be done through observation or observation. The observation results will complete the questionnaire result information. Thus the information obtained will be more accurate, so that the policies taken will be more appropriate. Affective assessment should be used for instructional decision

making with the intent of encouraging positive change in desired dispositions. If the assessment reveals negative feelings, then it should strive to gain an educational experience that will result in the expected positive disposition.

### **3. Operational Verbs in Affective Assessment Instruments**

Operational verbs, or more commonly referred to as KKO are words that are familiar to teachers. The reason is, these words are one of the important keys in formulating indicators of competency achievement (or commonly called learning indicators). In the early days of the school year, this becomes very necessary before the preparation of the Learning Implementation Plan (RPP) in the 2013 Curriculum and Learning Modules in the Independent Curriculum. One of the references for choosing operational verbs is to use Bloom's Taxonomy which contains verbs in the cognitive, affective and psychomotor domains.

The various operational verbs in Bloom's Taxonomy are diverse and there are now revisions to them. Verbs for the cognitive domain have levels from C1 to C6, affective domains have levels A1 to

A5, while psychomotor domains have levels P1 to P5. Then, what are the operational verbs contained in it. This paper will discuss the affective domain KKO.

a. Affective Realm A1 (Receiving) Realm A1 indicates matters relating to:

- 1) Showing: awareness, willingness and attention.
- 2) Acknowledging: differences, importance.

KKO A1 consists of: asking, selecting, answering, continuing, giving, stating, placing, and others.

b. Affective Realm A2 (Responding) Realm A2 deals with:

- 1) Comply: rules, demands and orders.
- 2) Take an active role: in the laboratory, in discussions, in groups, in organizations and in activities.

KKO A2 consists of: implementing, helping, offering, welcoming, helping, visiting, reporting, donating, adjusting,

practicing, displaying, bringing, discussing, agreeing, practicing, and so on.

c. Affective Realm A3 (Respect)

Realm A3 relates to:

- 1) Accept a value: like, agree.
- 2) Respect: artwork, contributions of knowledge, opinions, ideas and suggestions.

KKO A3 includes the following: showing, implementing, expressing opinions, taking initiatives, following, voting, participating, joining, inviting, proposing, distinguishing, guiding, justifying, rejecting, inviting and others.

d. Affective Realm A4 (Organizing).

The A4 realm is concerned with forming value systems, capturing relationships or relationships between values and being responsible for integrating values.

KKO A4 consists of: Formulate adherence on integrating connecting, associating, compiling, changing, complementing, perfecting, adjusting, equalizing,

organizing, comparing, maintaining, modifying, organizing, assembling, and others.

e. Affective Domain A5

(Characterization according to values) Realm A5 is concerned with: demonstrating, self-confidence, personal discipline and moral foundation, considering, and engaging.

KKO A5 includes: acting, declaring, paying attention, serving, proving, demonstrating, defending, considering, questioning and others.

**Affective realm**

RECEIVE	RESPOND	APPRECIATE	ORGANIZING	CHARACTERIZATION DEMANDS VALUE
A1	A2	A3	A4	A5
Show, <sup>verb</sup> For example: awareness, will, attention, acknowledging.... ..., for example: differences, interests	Obey....., e.g.: rules, demands, orders, play an active role....., e.g.: in the laboratory, in discussions, in groups, in organizations, in activities	Accept a value, like, agree, appreciate...., for example: artwork, contribution of knowledge, opinions, ideas and suggestions	Forming a value system, Capturing relationships between values. Responsible. Integrate value.	Show, <sup>verb</sup> For example: self-confidence, personal discipline, moral awareness, Consider, Involve yourself
Ask Choose Follow Answer Continue Give Explain Placing Etc.	Implement Help Offer yourself Welcome Help Visit Report Donate Conform Practice Display Bring Discuss Agree Practice Etc	Show Implement Expressing an Opinion Taking the Initiative Follow Choose Participate Incorporate yourself Invite Propose Differentiate Guide Justify Refuse Invite Etc.	Formulate Hold on to Integrate Join Associate Pile up Change Complete Improve Customize Compare Organize Compare Defend Modify Organize Coordinate Stringing Etc	Act Explain Watch Serve Prove Show Endure Consider Questioning Etc

**Figure 1.1** affective operational verbs.

**4. Affective Assessment Measurement with Scale Instruments**

Affective assessment measurement is the process of measuring a person's emotional response to a stimulus, experience, or situation. Scale instruments are one of the commonly used methods in the measurement of affective assessment. This scale

instrument requires individuals to provide numerical responses to questions or statements designed to measure specific affective dimensions, such as mood, emotion, or attitude.

Affective domain assessments can be structured in the form of Likert scales or semantic differential scales. In this paper, the affective realm assessment scale uses attitude assessment using the

Likert scale because in this study it measures a person's attitudes, opinions, and perceptions in the form of a checklist. The attitude assessment instrument can determine the attitude of students towards integral material (Saftari & Fajriah, 2019).

(Djaali & Muljono, 2008) wrote that the Likert scale is a scale that can be used to measure the attitudes, opinions, and perceptions of a person or group of people about a symptom or phenomenon| education. Question forms that use the Likert scale are positive questions and negative questions. Djaali and Muljonome continued scoring on the Likert scale consisting of: 1) for positive questions scored 5, 4, 3, 2, 1, and for negative questions scored 1, 2, 3, 4, 5.

The steps for developing the Likert scale in (Zakaria & Ramli, 2006) include: 1) Determining the attitude object to be developed the scale, 2) Compiling the instrument grid, 3) Writing question items by paying attention to the following rules: a) Avoid sentences that contain multiple interpretations; b) The

formulation of the statement should be brief; c) One statement should contain one complete thought; d) Wherever possible, statements should be formulated in simple sentences; e) Avoid the use of words: all, always, never, and the like; f) Avoid statements about facts or can be interpreted as facts. 4) Positive and negative statements should be relatively balanced, and 5) Each statement is followed by an attitude scale (it can be even, e.g. 5 or 6 and it can be odd, e.g. 5 or 7.

(Zakaria & Ramli, 2006) continued that the model developed by experts to measure attitudes is decomposed into two, namely the Semantic Differentiation Scale and Likert Scale. These two scales were chosen because they are easy and useful for teachers to implement in the learning process in the classroom. This paper specializes in attitude measurement using the Likert scale. Because the instruments are developed in the form of checklists. Based on the development steps described (Zakaria & Ramli, 2006).

No.	Statement	Kind	Score				
			STS	TS	KS	S	SS
	<b>Think smoothly</b>						
1	I ask a lot of questions when PAI learning	Positive	1	2	3	4	5
2	Questions arise when things arise lack of clarity and detail when teachers explain PAI material	Positive	1	2	3	4	5
3	I answered the teacher's question with One answer only.	Negative	5	4	3	2	1
4	I try to give you an answer that unique that other friends don't think of.	Positive	1	2	3	4	5
5	I have many ideas or opinions about problems or problems that teachers give about PAI.	Positive	1	2	3	4	5
6	I find it difficult to express the ideas I have.	Negative	5	4	3	2	1
	<b>Think flexibly</b>						
7	I have various interpretations of a story or problem given by the teacher.	Positive	1	2	3	4	5
8	I did the questions with the same steps as the teacher taught.	Negative	5	4	3	2	1
	<b>Think original</b>						
9	I can think of things that others don't think of.	Positive	1	2	3	4	5
10	I was confused when the teacher gave a different question from the example.	Negative	5	4	3	2	1
	<b>Evaluative thinking</b>						
11	I'm afraid it's wrong to spark my view of something.	Negative	5	4	3	2	1
12	I have justifiable reasons for each of my opinions.	Positive	1	2	3	4	5

Table 1.1 Likert scale affective instruments

### 5. Implementation of Affective Learning Assessment at MA Al-Mahdi Pabuaran

The implementation of affective learning assessment in MA Al-Mahdi Pabuaran or any educational institution is

very important. Affective learning is an important part of education that considers the emotional, social, and moral aspects of students. The implementation of affective learning assessment can provide significant benefits, including;

Educational Quality Development: Affective assessment helps in measuring the overall development of students, not only in terms of academic knowledge, but also in their emotional, ethical, and social aspects. This allows educational institutions to focus on comprehensive student development.

Character Development, by involving affective aspects, schools can help students in building a balanced personality and strong character. It can prepare them to face life's challenges and become moral individuals.

Increased Student Engagement, affective assessment allows teachers to better understand students' emotional needs, so they can adapt teaching methods to increase student involvement in the learning process. With the pressure of effective assessment, educational institutions can assist students in developing the social skills needed to work together in society. This can strengthen mutual trust, cooperation, and tolerance among students.

Pemahaman Membangun Diri, Penilaian afektif dapat membantu siswa dalam memahami dan mengelola emosi mereka sendiri, yang penting untuk

pertumbuhan pribadi yang sehat dan kesejahteraan mental. Peningkatan Kualitas Pengajaran, Dengan memperhatikan respon afektif siswa terhadap metode pengajaran tertentu, guru dapat menilai keefektifan strategi pembelajaran mereka. Ini membuka peluang bagi pengembangan pengajaran yang lebih efektif dan sesuai dengan kebutuhan siswa.

Affective assessment can assist students in understanding and managing their own emotions, which are important for healthy personal growth and mental well-being. By paying attention to students' affective responses to certain teaching methods, teachers can assess the effectiveness of their learning strategies. This opens up opportunities for the development of teaching that is more effective and in line with student needs.

By prioritizing affective learning assessment, MA Al-Mahdi Pabuaran can provide a comprehensive education and focus on overall student development. This will help in shaping a generation that has a good understanding of emotions, ethics, and social skills, which are essential for their future success.

This is corroborated by researchers conducting direct interviews with related parties to find out about how the implementation of affective assessment at MA Al-Mahdi Pabuaran. As a series of research methods previously described, researchers carried out data collection techniques, one of which was by conducting interviews with PAI teachers, PKN teachers, BK teachers and several students who were considered capable of being trusted and accountable for what they revealed.

Affective assessment is the process of reflecting the emotional aspects, attitudes, and values of a person towards a subject, topic, or situation. Here are the general steps that can be used to perform an affective assessment:

**Goal Identification:** Determine the purpose of affective assessment. Do you want to find out how students respond to new lessons? Or do you want to gauge participants' responses to a particular program?

**Instrument Development:** Create assessment instruments that match your assessment objectives. These instruments can be questionnaires, interviews, or behavioral observations.

**Defining Indicators:** Determine the indicators or affective aspects you want to assess, such as attitudes, interests, motivations, or associated values.

**Assessment Implementation:** Collecting data using instruments that have been created. Be sure to give clear instructions to respondents so that they understand the purpose of the assessment.

**Data Analysis:** Once the data is collected, analyze the data obtained. You can use simple statistical methods or qualitative analysis, depending on the type of data collected.

**Interpretation of Results:** Interpret the results of your affective assessment with regard to the context and purpose of the assessment. Pay attention to whether there are any particular patterns or trends that can be identified from the data obtained. (live interview with Dra. Ucu Salsiah: October 21, 2023).

Affective assessment in Islamic Religious Education (PAI) learning aims to involve emotional aspects, attitudes, and spiritual values possessed by learners. This affective assessment can be done through several ways, such as behavioral observation, attitude assessment, and observation of changes in emotions and spiritual values in

students. Here are real-life examples of affective assessment in PAI learning:

**Attitude Observation:** Teachers can assess the attitudes and behaviors of students when learning Islam, such as activeness in religious activities, tolerance of differences in beliefs, and participation in charitable or social activities with the theme of religious values.

**Evaluation of Spiritual Awareness:** Teachers can observe whether learners show increased spiritual awareness in daily life, for example by paying attention to whether they show empathy and concern for others, honesty, and behavior that reflects religious values.

**Emotional Change Assessment:** Teachers can pay attention to changes in students' emotions in the PAI learning process, such as increased sensitivity to religious or moral issues, as well as their ability to manage emotions related to situations that trigger spiritual questions.

**Observation of Participation in Religious Activities:** Assessment can be done by observing the participation of students in religious activities at school, such as religious ceremonies, religious activities outside school, as well as

activities that teach religious values.

**Discussion of Ethical Cases:** Teachers can present ethical cases in everyday life related to Islamic religious teachings, and assess how learners respond to and resolve such conflicts based on religious values.

By conducting appropriate affective assessments, teachers can understand the emotional and spiritual development of learners, as well as provide appropriate feedback to develop a positive attitude and a deep understanding of Islamic religious teachings. (live interview with Yayang siska Restu, S. Pd October 20, 2023).

Affective assessment in Islamic Religious Education (PAI) learning has various important benefits. Some of these include:

**Measuring Attitudes and Behaviors:** Affective assessment helps in spreading students' attitudes and behaviors towards religious teachings and morality. Dengan demikian, guru dapat memahami bagaimana pengetahuan agama yang diberikan dipahami, diterima, dan diamalkan oleh siswa.

**Mendorong Pemahaman yang Lebih Dalam:** Penilaian afektif memungkinkan guru untuk melihat sejauh mana siswa

menerima dan menerapkan nilai-nilai agama dalam kehidupan sehari-hari mereka. Ini juga mendorong pemahaman yang lebih mendalam tentang bagaimana agama dapat mempengaruhi pandangan hidup dan interaksi sosial siswa. It also encourages a deeper understanding of how religion can affect students' outlook on life and social interactions.

**Building Emotional Intelligence:** Affective assessment helps in building students' emotional intelligence, which is an important part of their holistic development. By understanding and assessing students' emotions regarding religious material, teachers can help students to develop empathy, self-understanding, and social skills.

**Measuring Acceptance of Religious Values:** Through affective assessment, teachers can assess the extent to which students accept and live religious values in their lives. This helps in assessing the effectiveness of religious teaching and allows teachers to adapt their approach to better suit students' needs and beliefs.

**Providing Constructive Feedback:** Affective assessment also provides an opportunity for teachers to provide constructive feedback to students about

their attitudes and behaviors regarding religious teachings. This can encourage students to refine and strengthen their understanding and application of religious values in their daily lives. Thus, affective assessment helps create a holistic learning environment where academic aspects and personality and spiritual development can be well integrated. With a deeper understanding of students' views and attitudes towards religion, teachers can provide students with more effective and in-depth guidance in their spiritual and moral development. (interview with Mariam, S. Sos, October 19, 2023).

#### **D. Conclusion**

**Increased student engagement:** By assessing affective aspects, such as attitudes, interests, and values, schools can encourage students to engage more deeply with the learning process.

**Increased emotional understanding:** By assessing affective learning, students can learn about their own emotions and those of others, which can help them develop better social skills.

**Character development:** Affective learning assessment can also aid in the formation of student character, including values

such as empathy, caring, and ethics, which are important in the overall formation of a student's personality.

Improved quality of learning: By considering affective aspects, schools can improve the overall quality of learning, by ensuring that students not only understand the subject matter, but are also able to get along with their personal experiences and emotions.

Based on the results of the study, we recommend the use of more holistic affective assessment methods in the learning process at MA Al-Mahdi Pabuaran. This will enable a more inclusive approach to student evaluation and provide deeper insight into their emotional response to learning material. We encourage faculty to continue to develop more responsive and diverse assessment strategies, aligned with the diverse student characteristics of the school. It is hoped that these efforts will encourage holistic emotional and academic growth among students, as well as improve the overall quality of the learning process.

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