




Affective Domain Evaluation in Islamic Education: A Perspective from Self-Determination Theory

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<p>Article History</p> <p>Received: January 2, 2024</p> <p>Revised: January 18, 2024</p> <p>Accepted: April 4, 2024</p> <p>Published: April 23, 2024</p> <p>Keyword: Affective Evaluation, Islamic Education, Self- Determination Theory</p> <p>Copyright (c) 2024 Maulidya Nisa, Siti Salma Shobihah, Mokh Iman Firmansyah, Agus Fakhruddin, Saepul Anwar</p> 	<p>This research aims to analyze various problems of the evaluation system in the affective domain of Islamic Education. In addition, this research is based on Deci and Ryan's Self-Determination Theory. This research is essential because of the urgency related to the various problems in evaluation system, especially in the affective domain related to Islamic education in Indonesia. This research used a qualitative approach and library research to obtain data associated with the reality of the evaluation system in the affective domain with Deci & Ryan's Self-Determination as a theory. Researchers searched the references from various books and articles through Google Scholar. The research showed that an evaluation system in the affective domain based on the Self-Determination theory would allow teachers to emphasize the fulfilment of three basic human psychological needs such as autonomy, competence, and relatedness. This principle can be applied by measuring student's basic needs and examining how these needs can be fulfilled through the education provided. This research has implications for improving the quality of the evaluation system in Indonesia, especially in the affective domain. However, this research only focuses on measuring the affective domain in Islamic Education, so further research must be done. This research focuses on the affective domain's evaluation system in Islamic Education by providing a new point of view with Self-Determination Theory (SDT) as a reference.</p>

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Introduction

Indonesia faces various problems in the education sector (Husni et al., 2023; Kurniawati, 2022; Nurhuda, 2022). One of the most worrying issues is the moral problems of the younger generation (Khoirunnisa & Zakariah, 2023; Rahman et al., 2023). This moral degradation is reflected in various behaviours such as brawls, drug use, free sex, and bullying. Related to these problems, the realm of education is based on Bloom's Taxonomy, which consists of three branches, namely the cognitive domain or the domain of thinking, the affective domain or the domain of attitudes, and the psychomotor domain or the domain of skills (Zainudin & Ubabuddin, 2023). The three domains of education relate to the objectives of Indonesian national education in Law number 20 of 2003 concerning the national education system to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, creative, and become responsible citizens. The implementation of these three domains must be balanced, as well as the evaluation system (Suryadi, 2020). Therefore, to improve the quality of education, Indonesia needs an education system that focuses on developing and enhancing students' cognitive, affective, and psychomotor domains (Hasibuddin et al., 2023; Suliswiyadi, 2020).

Related to this, the evaluation system has become a critical issue related to problems in education today (Salamun & Sauri, 2023). The evaluation concept covers all aspects of the learning program, from inputs to outcomes. In the learning process, evaluation includes teachers, students, curriculum, learning media and facilities, classroom climate, students' attitudes towards learning, and so on. Thus, assessment only covers one aspect, while evaluation covers all aspects (Sutrisno et al., 2022). The author realized that the discussion on learning evaluation encompasses a wide range of issues. Therefore, in this study, the authors focus on analyzing problems in the affective domain evaluation system, including the assessment of students' attitudes, interests, emotions, and values, such as the assessment of positive attitudes towards the environment, discipline, or religious values, which should be one of the main priorities of education (Dhomiri et al., 2023).

Currently, Indonesia emphasizes the concept of curriculum with the "Profil Pelajar Pancasila", which consists of morals, global diversity, independence, cooperation, critical reasoning, and creativity (Zalukhu et al., 2023). With efforts to strengthen the "Profil Pelajar Pancasila", students are expected to be able to achieve various affective abilities such as sustainable lifestyles, tolerance, mental health, and culture, and take concrete actions in response to these issues according to their development and learning stages (Hidayati et al., 2023).

Related to this, Islamic Education (PAI), which is a subject to direct students to have good morals, is still problematic, such as the lack of relevance of PAI to social changes that occur in society (Akhirudin & Rivauz, 2023). Furthermore, PAI is considered static and far from history, and the students lack appreciation for the religious values in everyday life (Siddik et al., 2023). In the context of students, data from the Central Bureau of Statistics or Badan Pusat Statistik (BPS) in 2016 related to cases of juvenile delinquency in 2016 showed that cases of juvenile delinquency reached 8597. Cases of juvenile delinquency that are rampant include brawls, skipping school, theft, murder, promiscuity, and drugs. Then, according to Komisi Perlindungan Anak Indonesia (KPAI), the number of student brawls increased by 20 per cent to 25 per cent every year

(Jasmisari & Herdiansah, 2022). From these data, it can be seen that juvenile delinquency that occurs in Indonesia continues to increase from year to year. Furthermore, researchers attempted to analyze one of the main problems, especially the related evaluation system in PAI, which is necessary to improve the quality of the young generations who vote for Allah SWT and have good morals (Utama, 2022).

That fact is why researchers do this research because evaluation system in Islamic education contributes to build students to have a good personality. In addition, the things that are measured in affective assessment include characterization by a value or value complex, valuing, responding, organization and receiving or attending. Then, the assessment instruments used are observation, self-assessment, journals, and assessment among students (Dhomiri et al., 2023; Hasanah et al., 2023a). Because of this, the evaluation system, especially in the affective domain, is essential to prioritize its development because it assesses directly visible behaviour. In addition, affective assessment is very suitable to be the right tool to provide information to each student to grow into a better person (Prayitno & Ashari, 2023).

Related to this, the author used Self-Determination Theory (SDT) as a primary reference, a theory of motivation that divides motivation into two parts: extrinsic and intrinsic. This theory used by the researchers focuses on analyzing the problems of the affective domain evaluation system of PAI and providing direction for implications per the theory. This is proposed to determine the description of the issues in the affective domain evaluation system in PAI based on the self-determination theory by Ryan and Decy (2000), which considers motivation as a whole that underlies students' behaviour so that they get a reason to take action.

Previous research by Salirawati (2021) with the title "Identifikasi Problematika Evaluasi Pendidikan Karakter di Sekolah" concluded that character education has been implemented in every school for the past ten years, but the lack of a character education assessment model to serve as an operational guideline for appropriately, efficiently, and successfully evaluating students' character education is one of the causes indicating the failed implementation of character education. Moreover, education overemphasizes intelligence and neglects the development of moral character. Character education is not used comprehensively; instead, it is only applied when teachers complete their tasks without understanding how they should be done (Salirawati, 2021). In addition, research by Dhomiri et al. (2023) with the title "Evaluasi Afektif pada Pembelajaran Pendidikan Agama Islam di Sekolah" stated that the challenge in putting practical evaluation into practice is that the assessment planning process needs the appropriate approach to meet its objectives. Additionally, because students endure various mental changes, tolerance is required during the assessment process, which is connected to their mental and attitudinal elements. Additionally, attentiveness is required during the handling and assessment process. Consequently, it is thought that the preparation of affective field instruments is more challenging than that of cognitive field instruments (Dhomiri et al., 2023).

In contrast to previous studies, this research focused on analyzing various problems related to evaluating the affective domain in Islamic Education using Self-Determination Theory (SDT) as a reference to obtain solutions more purposefully. This exploration is essential to produce analyses and recommendations that have implications for educators in optimizing the effective evaluation system in Islamic Education

(PAI) at school. The assumption is based on the opinion that schools do not have an adequate education evaluation model that can evaluate students' character education appropriately, efficiently and effectively (Salirawati, 2021).

Research Method

The author used a qualitative approach and a library research method. This method obtains information about the research topic from various literature, such as books, journals, and other data sources. This activity is carried out by reading and analyzing current literature to increase understanding of the phenomenon or problem under study. In the context of this research, the author seeks to obtain various data related to the affective evaluation system in Islamic Education at school based on Deci and Ryan's Self-Determination theory. The library research method allows researchers to gain a comprehensive understanding of the topic without having to conduct field research (Fadli, 2021).

In this research, researchers have reviewed many references related to the focus of the study, such as the reality of affective evaluation in PAI and Deci and Ryan's Self-Determination theory. The author obtained references from various books and articles through Google Scholar in connection with this focus. Furthermore, the researcher collected the references that had been reviewed following the sub-focus. In analyzing the references that have been studied and collected, the researcher analyses the references through the stages of abstraction, interpretation, and inference (Hatch, 2023). Based on Deci and Ryan's Self-Determination theory (SDT), the theory provides conceptual implications for evaluating the affective domain of PAI in schools.

Result and Discussion

Islamic Education as a Compulsory Subject in Schools: An Overview

Currently, Indonesia uses "Kurikulum Merdeka" as a school curriculum (Lestari et al., 2023). This curriculum is designed by the Ministry of Education, Culture, Research, and Technology since 2021/2022 (Qurniawati, 2023). This curriculum gives schools the freedom to determine which curriculum to choose, including the choice to implement the complete "Kurikulum 2013" or "Kurikulum Merdeka", which is more straightforward, in-depth, and focused on fun material, not rushed (Mulyasa, 2023).

One of the compulsory subjects in schools is Islamic Education (Jumariyah, 2022). The objectives of Islamic Education (PAI) in Kurikulum Merdeka include various goals: First, to develop the character and skills of students so that students can develop and be able to carry out learning that is flexible and adapted to the needs and environment of students. Second, the quality of education in Indonesia should be improved by replacing the focus on material to be more effective in preparing the nation's next generation. Third, to encourage the development of soft skills and character, including critical thinking, communication, and emotions. Fourth, information and communication technology (ICT) should be integrated to help students develop digital skills and improve the quality of learning. Fifth, to address challenges in curriculum implementation that involve changing the mindset of teachers and students (Susilowati, 2022).

Evaluation of the Affective Domain: An Overview

Theory and Development of the Affective Domain

Islamic religion is one of the essential subjects in schools (Imamah et al., 2021). Affective characteristics have three main criteria: First, they involve a person's feelings and emotions; Second, they are distinctive; and third, they have intensity, direction, and target or target. Dupont (1976) formulated one of the affective development theories, which is the basis of the theory he developed following Piaget's cognitive development model. The first central concept of his theory is affection, which is a reflection vibration accompanied by psychological changes and tendencies to act; the second is affective development has structural and organizational components where that gives rise to affective responses that cannot be repeated; the third is affective development consists of six stages, namely impersonal, heteronomy, psychological-personal, autonomy, and integrity (Darmiyati Zuchdi, 2023)

Based on this, developing affective characteristics in students requires conscious and systematic efforts (Hasanah et al., 2023b). The process of learning activities in the affective domain can be known from the behaviour of students who show pleasure in learning (Nasution et al., 2023). For example, positive feelings, emotions, interests, attitudes, and appreciation lead to constructive behaviour in students (Suharsi et al., 2023).

Levels of Evaluation of the Affective Domain

Based on Krathwohl's (1964) taxonomy, the affective domain level includes five levels: receiving, responding, valuing, organization, and characterization (Morrill & Westrick, 2022). First, students' desire to pay attention to a unique phenomenon is the first stage of receiving or attending. Teachers encourage their students to enjoy reading, cooperating, and so on, which aligns with PAI. This pleasure will turn into a habit, and a pleasant habit is what is anticipated. Second, responding is a behaviour that involves students' participation. Students at this level respond to unique phenomena and pay attention to them. The acquisition of a reaction, the desire to respond, or the gratification from reacting are highlighted as learning outcomes in this domain. Interest is high in this category because it emphasizes the pursuit of enjoyment and outcomes in particular activities.

Third, assessing values, beliefs, or attitudes demonstrating the extent of internalization and commitment is part of the valuing level. This range starts with acknowledging a value. At this level, the learning objectives are related to stable, consistent behaviour that makes values obvious. This evaluation is categorized as a religious attitude in PAI. Fourth, internal value systems start to be regularly developed at the organizational level as values are linked to each other and conflicts between values are resolved. At this level, learning objectives take the shape of organizing value systems or conceptualizing values. Fifth, characterization is the most significant level of the affective domain. At this level, students follow a set of values that govern their behaviour until a particular point at which a lifestyle is developed (Rozak, 2016).

Evaluation System in the Affective Domain

Evaluation in the affective domain is related to five affective types: attitudes, interests, self-concepts, values, and morals (Novitasari, 2022). The initial method is attitude evaluation, which measures students' attitudes toward the items above, including the course and its related subtopics. Because of this, educators need to design lessons that provide students with experiences that will change their opposing views regarding the subject to positive ones. The second is a disposition organized by experience and motivates someone to learn particular things, pursuits, knowledge, and abilities to focus or succeed. Affective traits that are highly intense are typically associated with interest. (Nasution et al., 2023). Interest assessment in the context of PAI, among others, can be used to determine the interest of students, describe the immediate situation or the relationship between certain subjects in PAI and conditions in society, group students who have the same interest, then as a reference in assessing the overall ability of students and choosing a learning model or method and to increase the motivation of students to learn and apply Islamic values in real life.

The third is self-concept, an individual's evaluation of their abilities and weaknesses (Syahraeni, 2020). Self-concept is crucial in developing students' character and personality by knowing their strengths and weaknesses. This is expected to make students introspect and optimistic about the advantages that students have. The fourth is value, a belief about deeds, actions, or behaviours considered good and bad. Values refer to beliefs, while attitudes refer to beliefs about particular objects or situations. Values may be positive or negative. Values can be considered high or low depending on the circumstances and the value. In this case, For students to be happy and contribute positively to society, PAI should assist them in discovering and enhancing the values that are essential to them (Rosyad & Maarif, 2020). Fifth, Islamic morality is the concept of rahmatan lil-alamin attitudes such as honesty, integrity, justice, freedom, respect, and others. Furthermore, in Islam, religious teachings and appreciation are expected to be embedded in students, which become the basis of their personality (Qorib et al., 2019).

Problems in the evaluation system of the affective domain of Islamic education

Indonesian education today uses the independent curriculum as one of the curricula of choice (Ariga, 2022). Interestingly, this curriculum contains an essential element called the six elements of the "Profil Pelajar Pancasila", such as good character, global diversity, independence, cooperation, critical reasoning, and creativity (Mustari et al., 2023) Relate to this, the first point which is "having good character", is highly emphasized by the "Kurikulum Merdeka" so that it needs an in-depth focus in the process so that the main objectives of the curriculum are achieved. In the process of educating students to have a noble character, evaluation is something that should not be ignored. Evaluation is carried out to stimulate students' activities in taking educational programs to create enthusiasm in students to improve and improve their quality, as well as train courage and know the level of change in their behaviour (Suryadi, 2022). There are various problems related to affective evaluation in Islamic Religious Education subjects in schools that can cover several aspects, such as:

a. Obscurity of Assessment Criteria

This happens because several student behaviour changes are often difficult to measure. This makes it difficult for teachers to assess the impact of affective changes after

the learning process. In addition, the time needed to see changes in students' spiritual and moral aspects takes longer to be seen. This is because character transformation cannot always be measured in a short period, and the final evaluation may not fully reflect the changes that have occurred. Schools need an evaluation mechanism specific to the affective domain that can accurately, quickly, and successfully assess students' character (Salirawati, 2021).

Furthermore, the absence of clear criteria in affective evaluation instruments can make it difficult for teachers as evaluators to determine the extent to which an attitude or feeling has been achieved. This can affect the consistency of the assessment (Salirawati, 2021). Furthermore, the affective domain is intimately linked to attitudes and sentiments, which can be challenging to quantify scientifically. The outcomes of the evaluation may differ because different evaluators may interpret things differently, which can lead to subjectivity in judgment. Evaluation techniques are typically applied to behaviours that are easy to measure and monitor. Quantifying aspects like spiritual development and shifts in internal values would be challenging using conventional methods. The lack of operational rules for conducting character education evaluations presents a challenge for schools implementing the program. The most difficult problem in this evaluation is getting information on the progress of learning outcomes, which involves students' behaviour. As a result, the evaluation method must be capable of gauging students' effectiveness and psychomotor behaviour. It is intended that by using the evaluation model, schools will be able to gather data regarding the character of their students at the moment so that suitable improvements may be implemented (Salirawati, 2021).

Then, limited resources in terms of time and workforce may hinder the school's ability to monitor students' behavioural changes thoroughly. The final evaluation may be a brief moment that does not cover the long behaviour change journey. One consequence of these resource constraints is that the final assessment may be short and not track students' behaviour changes over a long period. As a result, the evaluation may lack accuracy and rigour, and the results may not fully reflect the behavioural changes. Therefore, actions are needed to overcome resource limitations, such as utilizing information and communication technology to monitor and assess students' behaviour change and involving parents, communities and other relevant institutions to monitor and evaluate students' behaviour (Astuti, 2022).

b. Instrument Limitations

The fact shows that affective evaluation instruments are less representative in capturing the nuances of students' feelings and attitudes. This can be a barrier to this type of evaluation. Inadequate instruments may not be able to reflect the complexity of affectivity fully. These character education evaluation problems are obstacles that can adversely affect the education system in Indonesia. In addition, researchers found that the development of character education outcome evaluation instruments has not been prioritized (Salirawati, 2021). Related to this, the results of previous research show that this type of assessment is subjective, especially in assessing Islamic character behaviour and the influence of the surrounding environment. This aligns with moral behaviour, which is often subjective and difficult to measure objectively. The assessment of ethical behaviour can be influenced by the evaluator's personal views, cultural values, and individual interpretations of moral values (Sari, 2018). In addition, students' ethical

behaviour is often influenced by the surrounding environment, including family, peers, and community. The challenge of analyzing the extent to which behaviour change is due to internal or external factors may arise in evaluations.

c. Lack of Teacher Quality as Evaluator

The fact that evaluators who do not have a sufficient understanding of affective principles have not received adequate training can cause difficulties in applying evaluation instruments correctly. In addition, teachers are still unable to model the implementation of character values for students. In addition, some teachers have not optimally embedded character education in learning, so the integration of character values in school culture has not gone well—regarding the quantity and quality of educators. Quality should be reflected in the four competencies: educational, personality, professional and social. Therefore, teachers need intensive training, especially in the affective domain, in PAI lessons at teacher training institutions (Putra et al., 2021).

d. Other External Factors

Factors coming from the external environment, such as the social environment, culture, or external pressures, can affect the evaluation process of the affective domain in Islamic Education. This cannot be easy to measure with current evaluation tools. It is essential to create effective evaluation instruments appropriate to the students' cultural context to address this issue. Inaccurate or irrelevant assessments based on the students' cultural norms and habits may also arise from using instruments that are not appropriate for their cultural environment (Salirawati, 2021). In addition, parents who are not involved or supportive of affective evaluation may limit the entire understanding of students' affectivity outside the school environment. In Islamic Religious Education at school, practical evaluation can be more effective if the participation of students, teachers, and parents is maximized (Erwinsyah, 2017).

Evaluation System in the Affective Domain Based on Self-Determination Theory (SDT)

Measuring students' behavioural changes within the affective domain evaluation framework is a difficult task. The subjective character of moral behaviour, the amount of time it takes to notice changes, and evaluation techniques that may consider moral and spiritual aspects are some of the elements contributing to this challenge (Salirawati, 2021). To overcome this challenge, there is a need for a holistic evaluation approach that involves various parties involved in the character-building of students. Some strategies that can be adopted include interview and observation approaches that are further conducted as part of the evaluation process to gain a deeper understanding of student behaviour and values changes. Then, involve students in the evaluation process by asking them to detail the changes they experienced and how they affected their behaviour (Haryanto, 2020)—furthermore, include parents in monitoring and supporting behaviour change at home. Open communication between schools and parents can provide a more comprehensive view. Finally, through a character-building program, implement a program thoroughly integrated into the curriculum to monitor behavioural changes throughout the learning process (Safi'i, 2018). By considering this approach, it is expected that the final evaluation

of students' morals can more accurately reflect behaviour changes that align with the desired spiritual and moral values.

Due to limited intracurriculum hours, other curriculum components cannot be accommodated, one of which is related to the evaluation of the affective domain in PAI subjects. Related to this, the author conducted research based on Self-Determination Theory (SDT) in the realm of education that emphasizes the importance of fulfilling three basic human psychological needs, namely autonomy, competence, and relatedness, to increase students' motivation and involvement in learning (Hamzah, 2020). SDT emphasizes that students who feel they have autonomy in learning, such as having choices in choosing tasks or learning methods, will be more motivated and actively participate in learning (Zulkarnaen & Ruli, 2023). In addition, students who feel competent in learning, such as completing tasks or understanding the material, will be more motivated and feel confident in learning. Finally, students who feel related to teachers and classmates will be more motivated and feel comfortable in learning.

In education, SDT can be applied in various aspects, including the learning evaluation system. This is because SDT can help teachers understand students' motivations and build closer relationships. In this case, SDT can help improve the quality of the learning evaluation system, students' engagement in learning, and evaluation of the affective domain (Zulkarnaen & Ruli, 2023). By applying the principles of SDT in the assessment of practical education, educators can understand the impact of the education provided on students' emotional well-being, development, and motivation and take appropriate actions to improve the quality of education (Mamahit & Situmorang, 2017). Self-determination theory (SDT) can be applied in affective evaluation to evaluate the impact of education on students' emotional well-being, development, and motivation.

Self-determination theory will fulfil three basic human psychological needs: autonomy, competence, and relatedness. In evaluating affective education, firstly, this principle can be applied by measuring students' basic needs and examining how these needs are met through the education provided. Secondly, the Self-Determination Theory states that students who feel accessible, competent and connected to teachers and friends at school will be more motivated and participate in the educational process. In affective education evaluation, this principle can be applied by measuring students' motivation and examining how this motivation is related to student's basic needs. Thirdly. In the affective domain evaluation, teachers can measure students' well-being by gathering information about how comfortable students feel in learning. Teachers analyze students' basic needs, motivation, and well-being data to analyze how existing problems can be improved. This information can help teachers make decisions about the changes that need to be made to improve the quality of education and the impact of education on students' emotional well-being, development and motivation. Fourthly, by applying the principles of SDT in the evaluation of practical education, teachers can understand the impact of the education provided on students' emotional well-being, development and motivation and take appropriate actions to improve the quality of education.

Conclusion

This research aims to analyze various problems of the evaluation system in the affective domain of Islamic Education. In addition, this research is based on Deci and

Ryan's Self-Determination Theory. The research showed that an evaluation system in the affective domain based on the Self-Determination theory would allow teachers to emphasize the fulfilment of three basic human psychological needs: autonomy, competence and relatedness. In the evaluation system of the affective domain, this principle can be applied by measuring students' basic needs and examining how these needs can be fulfilled through the education provided. This research has implications for improving the quality of educational evaluation in Indonesia, especially in the evaluation system in the affective domain. However, this research only focuses on measuring the affective domain in Islamic Education, so further research must be done.

This research examines the evaluation of the affective domain in Islamic Education by providing a new view of the evaluation of the affective domain using Self Determination Theory (SDT) such as examines how students' essential needs are addressed by the education they get, with a focus on the fulfilment of three basic human psychological needs: relatedness, competence, and autonomy. This principle can also be applied by measuring students' motivation and examining how it relates to students' basic needs. In addition, teachers can measure students' well-being by gathering information related to how comfortable students feel in learning. Lastly, teachers could analyze the information related to student's basic needs. They can help them make decisions about the changes needed to improve the quality of education.

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