



Analysis of the Evaluation of the Affective Domain of Islamic Education in the Merdeka Curriculum

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Abstrak

Evaluasi pembelajaran adalah proses mengumpulkan, menganalisis, dan menginterpretasi informasi secara sistematis untuk menetapkan ketercapaian tujuan pembelajaran. Salah satu komponen penting dalam evaluasi pembelajaran adalah ranah afektif/sikap. Tujuan penelitian ini adalah untuk mengetahui: (1) pengertian evaluasi pembelajaran domain afektif mapel PAI; (2) indikator-indikator evaluasi domain afektif mapel PAI dalam Kurikulum Merdeka; (3) perencanaan dan pelaksanaan evaluasi domain afektif mapel PAI dalam Kurikulum Merdeka. Penelitian ini menggunakan pendekatan kualitatif dengan mendeskripsikan dan menguraikan terkait desain instrumen evaluasi domain afektif mapel PAI dalam implementasi Kurikulum Merdeka. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah studi kepustakaan. Sumber data primer yang digunakan adalah kebijakan kurikulum Merdeka Belajar yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Adapun sumber data sekundernya didapat melalui artikel jurnal nasional maupun internasional dan sumber buku lainnya yang dapat membantu peneliti terkait desain instrumen evaluasi domain afektif mapel PAI dalam Kurikulum Merdeka ini. Hasil penelitian ini menunjukkan bahwa afektif merupakan ranah yang berhubungan dengan mentalitas dan nilai, berupa perasaan, minat, sikap, emosi atau nilai. Dalam pembelajaran Kurikulum Merdeka tidak terdapat istilah penilaian kognitif, afektif, dan psikomotorik, tetapi dalam kurikulum merdeka dikenal dengan asesmen formatif dan sumatif. Teknik evaluasi afektif dapat dilakukan melalui observasi, self-assessment, peer-review dan jurnal.

Kata Kunci: *Evaluasi Pembelajaran, Penilaian Afektif, PAI, Kurikulum Merdeka.*

Abstract

Learning evaluation is the process of systematically collecting, analysing and interpreting information to determine the achievement of learning objectives. One of the important components in learning evaluation is the affective/attitude domain. The purpose of this research is to find out: (1) understanding the learning evaluation of the affective domain of the PAI subject; (2) indicators of the evaluation of the affective domain of the PAI subject in the Merdeka Curriculum; (3) planning and implementation of the evaluation of the affective domain of the PAI subject in the Merdeka Curriculum. This study uses a qualitative approach

by describing and elaborating on the design of the affective domain evaluation instrument for the PAI subject in implementing the Merdeka Curriculum. The data collection technique used in this research is literature study. The primary data source used is the Merdeka Belajar curriculum policy published by the Ministry of Education and Culture of the Republic of Indonesia. The secondary data sources are obtained through national and international journal articles and other book sources that can help researchers related to the design of affective domain evaluation instruments for Islamic education in the Merdeka Curriculum. The results of this study indicate that affective is a domain related to mentality and values, in the form of feelings, interests, attitudes, emotions or values. In the learning of the Merdeka Curriculum, there are no terms for cognitive, affective, and psychomotor assessments, but the Merdeka Curriculum is known as formative and summative assessments. Affective evaluation techniques can be carried out through observation, self-assessment, peer-review and journals.

Keywords: *Learning Evaluation, Affective Assessment, Islamic Education, Merdeka Curriculum.*

Introduction

Education is one of the main pillars in the development of a nation. In a modern era characterised by technological advancement and rapid social change, it is important for the education system to constantly evolve and adapt to the demands of the times. The main purpose of education is to prepare the younger generation to face future challenges and provide them with relevant skills and knowledge.

Global changes such as the industrial revolution 4.0, digitalisation and globalisation have changed the education landscape. Information and communication technologies have opened the door for access to vast information and changed the way humans learn and interact. On the other hand, social and cultural changes have also affected learning demands. Learners are now more active, connected and diverse in their learning needs.

In this context, learning evaluation becomes crucial. Effective and innovative evaluation is the key to improving the quality of education. Evaluation is carried out in the context of controlling, guaranteeing and determining the quality of education for various components of education at every path, level and type of education as a form of accountability for the

implementation of education carried out for students, institutions and educational programmes including in the field of Islamic religious education.

Assessment has an important position in the learning process. Assessment is carried out systematically and continuously so that information about the learning process or results of students can be known properly. Among the assessment domains, one of them is affective ability which includes assessment related to behaviour, interests, attitudes, self-concept, morals, values, and norms during the learning process (Marno & Tausih, 2021). Learners will not be able to achieve maximum success in learning if they do not have good affective skills. Cognitive and psychomotor learning outcomes will be able to be achieved optimally if students have good affective abilities (Imtihan et al., 2017)

Islamic Religious Education contributes to managing the role of developing and actualising the potential of students who are knowledgeable and skilled in accordance with Islamic teachings, in order to purify the teachings of tawhid and increase servitude to Allah SWT. More specifically, Islamic Education teachers have a role as a central figure in instilling moral values in students. The teachers are not only required to have superior pedagogical

and professional competence, but also individual competence, personality, and good role models. However, the reality in the field is that there are still some teachers who have difficulty in implementing their learning evaluation, especially in the affective domain which has a special affinity with Islamic Education.

From the description above, it can be concluded that assessment is an important part of a learning process carried out by a teacher. It is for the teacher to know whether the learning has been carried out well or improvement is needed including in the affective domain in Islamic Education subjects. Given the importance of being an Islamic Education teacher to know the domains of assessment, the author is interested in researching the design of affective domain instruments in Islamic Education. design of affective domain instruments for Islamic education in the Merdeka Curriculum.

Methodology

This research uses a qualitative approach, namely describing and elaborating on the design of the affective domain evaluation instrument for the Islamic religious education subject in the implementation of the Merdeka Curriculum. The data collection technique used in this research is a literature study (Library Research) where literature study is an activity of collecting materials related to research derived from scientific journals, literature, and authors.

This literature study was conducted to obtain theoretical information so that researchers have a strong theoretical basis as a scientific result. The data in this study are based on books and journals that are relevant to the author's research. The data analysis technique used in the research is qualitative data analysis where in this research in the form of opinions expressed by experts.

The literature sources in this study are divided into two, namely primary data sources and secondary data sources. The primary data source used is the Merdeka Belajar curriculum policy published by the Ministry of Education and Culture of the Republic of Indonesia. The secondary data sources are obtained through national and international journal articles and other book sources that can help researchers related to the design of the affective domain evaluation instrument for the Islamic Education subject in implementing the Merdeka Curriculum.

Result and Discussion

Affective Evaluation of Islamic Education

Evaluation is an activity that includes two things that are stated, namely measurement and assessment. The purpose of learning evaluation is to determine the effectiveness and efficiency of the learning system, both concerning the objectives, materials, methods, media, learning resources, environment and the assessment system itself. Its function is to improve and develop the learning system and become material for further accreditation (Hidayat & Asyafah, 2019).

Minister of Education Regulation No. 104 of 2014 Section 1 on Learning Outcomes explains that the assessment of learning outcomes by educators is the process of collecting information about the learning achievements of students in spiritual attitude competencies, social attitudes, knowledge competencies, and skill competencies, in a planned and systematic manner, during and after the learning process. Permendikbud No. 104 of 2014 also explains that authentic assessment is a form of assessment of students that includes assessment of attitudes, knowledge, and skills obtained from learning (Sugiri & Priatmoko, 2020).

In the evaluation component, there is an affective/attitude domain. The affective

domain is the domain related to mentality and values, in the form of feelings, interests, attitudes, emotions or values. The ability in this aspect arises from within such as responsibility, discipline, courage, confidence, mutual respect, to the ability to control oneself. Assessment of attitude competence in learning is a series of activities intended to measure the attitude of students as a result of a learning programme. The fundamental use of attitude assessment as part of learning is a reflection of the understanding and progress of individual learners' attitudes. (Achmad et al., 2022)

Kunandar explains that the assessment of competencies related to attitude consists of five parts, namely: (Kunandar, 2015)

1. The ability to receive or pay attention;
2. The ability to respond or respond;
3. The ability to judge or appreciate;
4. The ability to organise or manage;
5. The ability to characterise or live.

So, in this assessment, students are able to provide a response or response to the results obtained to distinguish between things that are considered good and bad in the learning process, then these results can be implemented in their daily lives.

Islamic Education is one of the subjects that emphasises character education. In Islamic Education, the object of Islamic study is not just an object that is only known and understood. However, Islamic Education also views Islam as a moral and value system as something that must be implemented in daily life in society (Betwan, 2019). Affective assessment in Islamic Education learning can be done through various ways, including: teacher observation, teacher journals, self-assessment, and peer assessment. With the results of the assessment, a teacher or educator can make it a consideration in

making decisions related to learning activities.

Indicators of Affective Evaluation of Islamic Education

According to Abdul Mujib, in the assessment of attitudes (affective) there are several techniques and tools whose purpose is to be a measuring tool in collecting data related to the behaviour and attitudes of students. These techniques are observation, self-assessment, peer-review (between students) and journals. The following are affective (attitude) assessment techniques:

1. Observation

Observation is a process of observation activities carried out continuously by the five senses, both direct and indirect observations to determine the evaluation carried out (Majid, 2014). Observation is the process of systematically, objectively, rationally, and logically observing a number of real or artificial phenomena in order to achieve certain goals. When assessing learning, teachers can make this observation to assess student learning outcomes in terms of behaviour during learning, the process of doing assignments, discussions, and others (Arifin, 2016).

The tool or instrument commonly used in this observation technique is an observation sheet. In the assessment sheet, educators, homeroom teachers or counselors fill in notes in the column recording student behaviour honestly in 1 term. The score includes the student's good or bad behaviour in accordance with the expected attitude indicators.

2. Self-assessment

Self-assessment is one of the important strategies in attitude assessment or affective assessment. The self-assessment technique is very suitable for assessment because in most teachers and friends only the symptoms of attitude are

seen without knowing the reality faced by students. (Abdullah & Sani, 2016)

Self-assessment is carried out by calling one by one learners and then asked to express the strengths and weaknesses of each individual in the context of learning achievement. The usual instrument used in this technique is an assessment sheet using a cheque list or rating scale accompanied by a rubric (Majid, 2014). When conducting self-assessment of the competencies tested against the achievement of these basic competencies and competencies that have been determined by the teacher. The instrument used can be an assessment sheet containing positive questions with yes or no answers. One self-assessment sheet is usually used for various assessments, such as attitudinal and social assessments at the same time, or others.

3. Peer-to-peer assessment

Assessment is an assessment technique to measure the capacity of both mental and social attitudes that have been targeted. The method is to ask students to assess each other. What is assessed is the students' daily behaviour. The results of this assessment can be used as data to validate existing data and can also measure the attitudes of honesty, mutual respect and tolerance that must exist among students for the assessment to be successful, equal and appropriate. The tools that can be used in this assessment are similar to self-assessment. This includes the use of scorecards that contain active questions using a checklist or rating scale format accompanied by a rubric (Rusmita, 2021).

4. Journal evaluation

Journal evaluation is the result of the teacher's journal notes. The notes are completed by the teacher with observations and then entered in the diary. Scores in the journal often indicate very good or very bad student behaviour. Students in standard schools are usually not recorded in the

diary. The observation assessment sheet contains a checklist and rating scale format.

2. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi tertulis.

- 1) Teknik Asesmen : Observasi, Unjuk Kerja
2) Bentuk Instrumen : Pedoman/lembar observasi

Lembar kerja pengamatan kegiatan pembelajaran dengan metode *inquiry learning*

No	Nama Siswa	Aspek yang diamati			Skor			
		Ide/gagasan	Aktif	Kerjasama	1	2	3	4
1	Ahmad							
2	Zubaidah							
3	Zaid							
4	dst							
Nilai = skor x 25								

Picture 1. Sample Formative Assessment Format

Affective Evaluation of Islamic Education in Merdeka Curriculum

In Merdeka Curriculum learning, there are no terms for cognitive, affective, and psychomotor assessments, but in the independent curriculum it is known as formative and summative assessment. Formative assessment is all learner activities that provide information used for feedback to improve the quality of learner learning (Mujiburrahman, 2023). Formative assessment is an assessment activity to find out information on difficulties or obstacles as well as student progress (Permendikbud No. 21, 2022).

Formative assessment in the merdaka curriculum can be in the form of assessment at the beginning of learning to find out that students receive material according to their learning needs, and carried out in the learning process can be used as a reflection on learning and can be used as a reference for lesson planning and revision if needed (Mujiburrahman, 2023).

Summative assessment is an assessment conducted to determine the achievement of learning objectives, so this assessment is carried out at the end of the learning process, namely the end of the school year or the end of the learning process on one or two or even more learning objectives according to the educator's consideration. The results of the summative assessment will be used as part

of the calculation of the end-of-semester and end-of-school assessments. Assessments refer to competencies that include attitudes, knowledge and skills, so assessments of attitudes, knowledge and skills should not be done separately (Kemendikbud, 2021)

Characteristics of formative assessment activities should:

1. Integrated with the ongoing learning process, so that formative assessment and learning become one.
2. Involve learners in its implementation, for example through self-assessment, peer assessment, and metacognitive reflection on the learning process.
3. Take into account the progress of mastery in various domains, including attitudes, knowledge, and skills, learning motivation, attitudes towards learning, learning styles, and cooperation in the learning process, so that appropriate methods, learning strategies and assessment techniques/instruments are needed. (Kemendikbud, 2021)

Formative assessment can use a variety of techniques or instruments. An assessment can be called formative assessment if its purpose is to improve the quality of the learning process. In formative assessment, simple methods can be used, so that feedback on the results of the assessment can be obtained quickly. Examples of formative assessment related to the affective domain:

1. Educators give written questions. After answering the questions, students are given the answer key as a reference for self-assessment.
2. Self-assessment, peer assessment, peer feedback and reflection. For example, learners are asked to explain orally or in writing, e.g. write a letter about a newly learnt concept (Rektorat KSKK Madrasah, 2022).

Thus, in the independent curriculum, specifically the assessment of the affective domain is not separate, but becomes an integral component of the planning and learning process, which in the independent curriculum is called formative assessment.

This is in line with the madrasa curriculum which states that it should not only focus on what knowledge students must master but also equip students with competencies, life skills, and ways of thinking-attitude to respond to ever-changing situations (Direktorat KSKK Madrasah, 2022).

Conclusion

Evaluation of the affective domain in Islamic education subjects is important to ensure that religious education focuses not only on knowledge transfer, but also on the formation of Islamic attitudes, values, motivations and emotions. It helps monitor students' progress in understanding and internalising the teachings of Islam and provides relevant feedback to improve their learning.

In the Merdeka Curriculum, evaluation of the affective domain is important to track students' development in forming attitudes and values that are in accordance with the principles of freedom and democracy. This evaluation also helps provide relevant feedback to students to continue to strengthen attitudes, values and emotions that support learning in the context of an independent curriculum. Such evaluation is referred to as assessment.

Assessment is the process of collecting and processing information to determine the learning needs, development and achievement of student learning outcomes. In the new learning paradigm, namely the independent curriculum, educators are expected to focus more on formative assessment than summative assessment and use the results of formative assessment to improve the continuous

learning process, as an example of the application of formative assessment is self-assessment and peer assessment which functions as a self-reflection material used by education to confirm the achievement of student learning outcomes. Therefore, it is important for educators, especially Islamic Education, to understand the assessment in the independent curriculum, especially in the affective domain which describes the attitude in Islamic Education itself.

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