Evaluation Analysis of the Affective Domain in the *Merdeka Belajar Kurikulum Merdeka* (MBKM) at State Islamic Religious Universities (PTKIN).

Arif Andika[1], Fitri Yuliana[2]
Pascasarjana UIN Maulana Malik Ibrahim Malang

Article Info	Abstract
   Keywords: *Analysis,* *evaluation,* *affective realm.*	*The purpose of this article is to understand the concept of evaluating the affective domain, its challenges and implementation strategies in the independent campus learning (MBKM) curriculum at state Islamic religious universities (PTKIN). The method used is library research (Library Research) by collecting data in the form of journal articles, books, these and other sources relevant to the research theme. Data collection was carried out using documentation techniques (documentary study) and analyzed using content analysis techniques. The research results show that 1) The concept of evaluating the affective domain in Merdeka Belajar Kurikulum Merdeka (MBKM) at state Islamic religious universities (PTKIN) consists of five levels: receiving A1, responding to A2, assessing A3, organizing A4 to characterizing with an A4 value. 2) There are five challenges in evaluating the affective domain in independent learning campuses (MBKM) at state Islamic religious universities (PTKIN): Complexity of measuring affective aspects, Diversity of student backgrounds, Integration of religious and spiritual values, Limitations of evaluation instruments, Need for resources competent human resources. 3) The implementation strategy for evaluating the affective domain in Merdeka Belajar Kurikulum Merdeka (MBKM) at state Islamic religious universities (PTKIN) can be created by creating an instrument table containing the observed value aspects: aspect 1, aspect 2, aspect and so on as needed and containing percentage in each aspect. In discussion activities, for example, what is assessed are aspects of participation, contribution and class activity. The criteria are: asking questions, submitting comments on questions and Ethics.*

Corresponding Author:
Arif Andika
Pascasarjana UIN Maulana Malik Ibrahim Malang

1. INTRODUCTION

Higher education in Indonesia has experienced a significant transformation with the launch of the *Merdeka Belajar Kurikulum Merdeka* (MBKM) program in 2020. This program aims to facilitate flexibility and freedom for students in developing abilities or interests according to their talents and aspirations. Learning evaluation must be planned and arranged by the lecturer in charge of each course. There are at least three domains that are evaluated in the learning process, namely cognitive (knowledge), affective (attitude), and psychomotor (skills). In terms of the cognitive domain, lecturers usually assess students' abilities through written assignments in the form of writing papers, mid-semester assessments (PTS), and final semester assessments (PAS). Meanwhile, practice or skill-based courses tend to focus more on assessing the psychomotor domain only, this is clearly in contrast to one of the main functions of learning evaluation, namely to provide considerations and decisions for lecturers who teach courses regarding student learning success in terms of behavior/attitude. (Ismail, 2013). The implementation of *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN) requires adjustments in the evaluation system, including evaluation in the affective domain. Evaluation of

the affective domain plays a crucial and very important role in forming and producing graduate profiles who not only have knowledge in the academic field, but also have moral integrity, spiritual attitudes and personalities that are in accordance with Islamic values (Sholichin, 2007). This aims to ensure that the MBKM independent campus's independent learning policy can encourage students to develop themselves holistically, both from a cognitive, psychomotor and affective perspective.

The independent campus learning (MBKM) curriculum policy which has been implemented since 2020 should be a momentum to reconsider the importance of the learning evaluation system, especially in the affective (attitude) domain which previously tended to be ignored by lecturers due to the dominance of assessment models in the cognitive (knowledge) domain.). Currently, there are many phenomena that show a decline in attitude or affection, such as graduates who are intelligent but less sensitive to the situation around them, waning attitudes of respect for teachers or older people, as well as the behavior of public figures or celebrities who appear religious but commit violations. such as infidelity, harassment and corruption. In activities on campus, for example, bad student behavior was found, such as playing online games during lectures, throwing cigarette butts carelessly, ignoring the call to prayer and so on. This phenomenon of decreasing attitudes or affection is certainly contrary to the vision and mission of universities on several campuses in Indonesia which prefers to strengthen students' attitudes/personal characteristics and a high spirit of defending the country. It seems that the education that has been obtained from basic education (SD) to middle (SMP) and upper secondary (SMA) levels does not have a deep influence on students' attitudes/behavior. It is realities and phenomena like this that emphasize the importance of making assessments in the affective (attitude) domain.

The affective domain (attitude) rarely receives more attention because the main focus of course lecturers is only on assessing the cognitive domain, this condition is caused by limited time and the number of student credit units (credits) which are only limited to 2 credits, as well as lecturers' limitations in preparing affective domain assessment instrument, (Khuriyah, 2003) means that lecturers who teach courses in one week only meet or meet face to face with students once, even though the scope of assessment in learning evaluation does not only cover the cognitive (knowledge) domain, but must also involve affective domain (attitude). This is in line with one of the principles of learning evaluation, namely pedagogical principles, where learning evaluation needs to be implemented as an effort to improve student attitudes and behavior (Hidayat, Asyafah, 2019). This research is very important to carry out because it can help in developing a learning evaluation system by developing an evaluation instrument that is applicable and can be recommended to several lecturers who teach courses at state Islamic religious universities (PTKIN), and can be used as a standard and reference to be applied to students.

Based on the explanation above, the objectives and formulation of this research problem are as follows: 1) The concept of evaluating the affective domain in *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN) 2) Challenges for evaluating the affective domain in *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN) 3) Strategy for implementing affective domain evaluation in the *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN).

2. RESEARCH METHOD

The type of research used in this research is library research (*library research*) by collecting data obtained from several journal articles, books and other materials related to the research topic, especially the affective domain learning evaluation system.

The data collection technique is using documentation techniques (documentary study) by: 1) Collecting, organizing and reviewing written or printed materials, such as these, books and journal articles, using an affective domain assessment system which is equipped with electronic information in the form of news internet about the phenomenon of changes in attitudes and behavior related to the affective domain, 2) The data collection was combined by the author into one data collection which is explained in the research findings.

The data analysis method used is content analysis which includes a study of affective concepts and assessment in the affective domain, norms and assessment criteria, types of assessment in the affective domain in higher education, as well as examples of instruments.

3. RESULTS AND DISCUSSION

Concept of Affective Domain Evaluation in the *Merdeka Belajar Kurikulum Merdeka* (MBKM) at State Islamic Religious Universities (PTKIN)

In general, the concept of assessing the affective or attitudinal domain at State Islamic Religious Universities (PTKIN) refers to the affective domain classification developed by David R. Krathwohl, Bloom, and his colleagues. The main source that can be used as a reference is a book entitled "*Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain*" which was published by David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia in 1964. The assessment of the affective realm is an assessment that is oriented towards feelings, emotions, value systems, behavior, and attitudes (Munthe, 2014). For measuring this affective realm, can use operational verbs (KKO) known as Bloom's Taxonomy:

a. Level A1: Accepting

The term "accepting" refers to the initial stage, which assesses the student's readiness to concentrate on certain issues. Students must be fully aware of their surroundings and be willing to pay attention to what is happening in class. The inability to obtain information at this level will hinder the ability to proceed to the next level in the affective domain hierarchy, namely levels A2-A5. At this level, for example, always attend class and listen to lectures on various subjects. At this point the lecturer focuses the students' attention because they want to pay attention to a certain phenomenon.

b. Level A2: Responding

At the second level, namely responding, this means that students are able to involve themselves actively in a certain situation and react to it in a certain way. This level is higher than just receiving (first level). It can be interpreted that after receiving the lecture material, students are willing to involve themselves actively in order to indicate a response to the teaching and learning process by showing sincerity in carrying out assignments from the teacher, obeying the rules that have been set, and the teacher can observe the students' feelings of satisfaction and pleasure.

c. Level A3: Evaluating/Appreciating

At this stage, students begin the learning process when they make comparisons and are able to provide differences between certain material and the ideas, beliefs and attitudes they have previously had. Students can interpret values, defend them, explain their origins and reasons, and provide evaluations according to this orientation.

d. Level A4: Organizing

This stage shows how students will demonstrate their adherence to values and how they conceptualize and organize their value system in a logical way according to the effectiveness of the learning that has taken place. Apart from believing in their beliefs, students strive to uphold these values.

e. Level A5: Characterization

This level describes an individual's self-based on overall understanding, generalization of life viewpoints, and learning processes. Based on the values related to the value system that regulates his behavior and makes it a characteristic of his way of life, this categorization is created. Students can demonstrate independence when working on their own assignments, collaborate well in groups, be objective when solving problems, and respect others for what they say and not just for who they are.

Challenges of evaluating the affective domain in the *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN)

Evaluation of the affective domain in the *Merdeka Belajar Kurikulum Merdeka* (MBKM) at State Islamic Religious Universities (PTKIN) has its own challenges. The affective domain includes aspects of attitudes, values, emotions and behavior that are abstract and difficult to measure quantitatively. The following are the challenges of evaluating the affective domain in MBKM at PTKIN along with references:

1. Complexity of measuring affective aspects: The affective domain involves internal aspects of individuals that are difficult to observe directly, such as beliefs, values, and feelings (Bloom et al., 1956). This makes it difficult to carry out accurate measurement and evaluation processes in the context of MBKM at PTKIN.

2. Diversity of student backgrounds: PTKIN accepts students with diverse cultural, religious and social backgrounds. These background differences can influence the development of each individual's affective domain, making it difficult for a uniform evaluation process (Sahertian, 2020).

3. Integration of religious and spiritual values: PTKIN has the responsibility to develop students' affective domains that are in line with Islamic religious and spiritual values. However, measuring this spiritual aspect objectively is a challenge in itself (Muhadjir, 2016).

4. Limitations of evaluation instruments: Evaluation instruments in the affective domain such as observations, interviews, or questionnaires have limitations in measuring an individual's internal aspects accurately. It is necessary to develop evaluation instruments that are more reliable and valid (Suharnan, 2005).

5. The need for competent human resources: Evaluation of the affective domain requires human resources who have special competence in observing, analyzing and assessing students' affective aspects. This is a challenge for PTKIN in providing adequate human resources (Harahap & Siregar, 2021).

Strategy for implementing affective domain evaluation in *Merdeka Belajar Kurikulum Merdeka* (MBKM) at the state Islamic religious college (PTKIN).

According to Permana and Darmadji (2023), in order for the affective domain to have clarity in developing its evaluation instruments, the assessment of this domain needs to have an implementation strategy in the form of certain standards and criteria so that they can be used as a reference or source for determining what is desired. These terms and criteria may include participation, contribution and active involvement in the educational environment which can be exemplified in the following table:

Table 1: Attitude/Affective Domain assessment format (blank format)

No.	Students' name	Observed aspects			Information
		Aspect 1 (…%)	Aspect 2 (…%)	Aspect 3 (…%)	
1.	…	…	…	…	…
2.					
3.					
…					

From the table above, columns containing student data are provided, there is more than one attitude component that is observed and measured. Whatever skills are required from student lecturers can fulfill one aspect, where the expected aspect will be seen by itself in observation. For assessments to be more reliable and lasting, standards and criteria must be established. It is this observed attitude component that requires the creation of criteria and percentage values. Depending on the level of intrigue, some is given to the lecturer. (Permana Octofrezi, 2023). The assessment table can be exemplified in the following table which has been filled in in format:

Table 2: Standards and criteria for affective assessment in the form of:
Participation, Contribution and Class Activity (filled form)

No.	Standard	Criteria
1.	40%	Asking question
		1. The essence of the question is stated clearly, concisely and concisely 2. The description is too long, and although the thought process is described, it is not clear. 3. When asking questions, little to no effort is made to explain the mindset.
2.	40%	Submit comments on questions
		1. Develop rational opinions/opinions, compile relevant concepts and convincing evidence, and point out weaknesses and deficiencies. 2. Aspects of evidence-based reasoning and argumentation 3. Flaws in the argument, both in the evidence used and, in its shortcomings, (fixation on the original text of the answer)
3.	20%	Ethics
		Compliance with the code of ethics (ethics when studying, ethics with lecturers,)
	Notes:	… …

From the data above it can be shown that the percentage standards are determined by considering which assessment factors should be prioritized. Ethics covers 30% of the criteria, compared to 40% for the first and second criteria. This indicates that students are taught to have the courage to speak in front of peers and lecturers, practice answering questions, and defend their angle look. This also shows that the criteria for asking questions by providing comments. THE QUESTION HAS SIGNIFICANT WEIGHT. (PERMANA OCTOFREZI, 2023).

4. CONCLUSION

The concept of evaluating the affective domain in *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN) consists of 5 levels: receiving A1, responding to A2, assessing A3, organizing A4 to characterizing with a value A4.

There are five challenges in evaluating the affective domain in *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN): 1) Complexity of measuring affective aspects 2) Diversity student background 3) Integration of religious and spiritual values 4) Limitations of evaluation instruments 5) Need for competent human resources

The implementation strategy for evaluation of the affective domain in *Merdeka Belajar Kurikulum Merdeka* (MBKM) at state Islamic religious universities (PTKIN) can be created by creating an instrument table containing the observed value aspects: aspect 1, aspect 2, aspect and so on as needed and containing the percentages in every aspect of it. In discussion activities, for example, what is assessed are aspects of participation, contribution and class activity. The criteria are: asking questions, submitting comments on questions and Ethics.

5. REFERENCES

Fajri Ismail, Inovasi Evaluasi Hasil Belajar Pendidikan Agama Islam (Model-model Penilaian Berbasis Afektif,), TA'DIB, Vol. XVIII, No. 02, Edisi November 2013.

Khuriyah, Pengembangan Instrumen Evaluasi Ranah Afektif untuk Pendidikan Agama Islam, Jurnal Penelitian dan Evaluasi UNY, hal. 61, No. 6, Tahun V, 2003

Bermawy munthe, Desain Pembelajaran, Yogyakarta : Pustaka Insan Madani, 2014

Tatang Hidayat, Abas Asyafah. Konsep Dasar Evaluasi dan Implikasinya dalam Evaluasi Pembelajaran Pendidikan Agama Islam di Sekolah, hal 168, Al-Tadzkiyyah : Jurnal Pendidikan Islam, Vol. 10, No. 1, 2019

Marno, Tsania Utsma Tausih. Pelaksanaan Penilaian Ranah Afektif Menggunakan Google Form di Era New Normal, J-PAI : jurnal Pendidikan Agama Islam, Vol. 7 No. 2 Januari – Juni 2021.

M. Muchlis Solichin, Pengembangan Evaluasi Pendidikan Agama Islam Berbasis Ranah Afektif, Jurnal Tadris, Volume 2, No. 1, 2007

Maemunah, Model Penilaian Afektif dalam Pendidikan Agama Islam (Yogyakarta : Deepublish, 2022), hlm. 78-80.

Octofrezi, Permana dan Deraman. 2023. "Menakar Kembali Sistem Evaluasi Ranah Afektif Dalam Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Di Perguruan Tinggi". Al-Manar: Jurnal Komunikasi dan Pendidikan Islam, 12(2): 116-126.

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.

Sahertian, P. A. (2020). Konsep dasar dan teknik supervisi pendidikan dalam rangka pengembangan sumber daya manusia. Rineka Cipta.

Muhadjir, N. (2016). Metodologi penelitian kebijakan dan evaluasi. Rake Sarasin.

Suharnan, S. (2005). Psikologi kognitif. Srikandi.

Harahap, N., & Siregar, M. R. (2021). Evaluasi afektif dalam pembelajaran di perguruan tinggi keagamaan Islam. Jurnal Pendidikan Agama Islam, 8(1), 1-18.