

Integrating Affective–Spiritual Assessment in Education: Instrument Development and Implementation

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Abstract

Assessment functions as a method for evaluating students' development after the learning process takes place. In the field of education, institutions need to design and develop assessment instruments that accurately measure affective–spiritual aspects so that learning objectives can be achieved optimally, considering that these aspects play an important role in determining an individual's success. This study aims to describe the process of developing an affective–spiritual assessment instrument used in the learning process. The method employed is research and development (R&D), which consists of three main stages: observation, self-assessment, and attitude assessment. The results show that the presence of an affective-spiritual evaluation instrument is essential for shaping students' behavior both within the school environment and in the wider community. The implications of this study indicate that developing appropriate assessment instruments can enhance the effectiveness of the educational process and support comprehensive character development among students.

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INTRODUCTION

Education is a deliberate effort carried out consciously to prepare students through processes of guidance, instruction, and training so that they can fulfill their roles in the future (Dai, 2020). In the educational process, all related elements play an essential role, including the curriculum, which serves as a main pillar in teaching and learning activities. Without a curriculum, education cannot run effectively and efficiently as expected. The primary function of a curriculum is to support the success and advancement of educational goals (Kassymova et al., 2025; Mutiaramses et al., 2025). Evaluation in education is an integral part of quality control in schools because understanding the implementation and outcomes of quality control itself requires evaluation. Educational evaluation includes assessing the outcomes, the implementation process, and the managerial factors that support the educational process (Akyuni et al., 2025; Engkizar et al., 2023; Neliwati et al., 2024). The purpose of this evaluation is to measure the extent to which the implementation and success of educational quality control programs have been achieved (Astini, 2022; Mohammed et al., 2023; Siahaya et al., 2024).

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In the current education system, learning evaluation consists of three main components: cognitive, affective, and psychomotor. These components reflect the goals of national education as stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Khunaifi & Matlani, 2019; Wartoyo, 2022). The law aims to develop students' potential to become individuals who are faithful and devoted to God Almighty, possess noble character, are physically healthy, knowledgeable, skillful, creative, independent, and who become democratic and responsible citizens (Munarun et al., 2025; Nuha et al., 2024; Yaumas et al., 2023). The cognitive domain includes aspects related to knowledge. The affective domain includes faith, piety, noble character, independence, democracy, and responsibility. The psychomotor domain includes health, skills, and creativity. These three components must be the primary targets of every learning evaluation (Anam & Marlina, 2022; Biasutti et al., 2021).

Spiritual attitude is an important aspect in shaping students' character. This aspect includes adherence to religious teachings, steadfastness of faith, concern for others, and respect for ingrained moral values. Developing a strong spiritual attitude is a core objective in Islamic education, as it helps students grow into responsible individuals with noble character who are capable of contributing positively to society. Spiritual attitudes are reflected in obedience and devotion to Allah SWT (Putri et al., 2025; Rambe et al., 2025). These attitudes can be manifested through actions such as performing worship diligently, applying Islamic values in daily life, cultivating both love and fear of Allah SWT, and expressing gratitude for the blessings He has bestowed (Ummah et al., 2025).

METHODS

The research method used in this study is the Research and Development (R&D) method, which is an approach aimed at producing new products or improving existing ones based on a justified and accountable foundation (He et al., 2022; Neale, 2021; Reis & Renzulli, 2004; Toni & Sudin, 2024). In this study, the R&D method was applied to develop an affective–spiritual assessment instrument consisting of three main components: observation, self-assessment, and attitude assessment. The development process followed a modified set of developmental research steps, including a preliminary study to identify the need for the instrument, the development of the instrument model based on the initial findings, and the testing of the model to evaluate its feasibility and effectiveness (Agee, 2009; Elizabeth, 2016; Engkizar et al., 2024, 2025; Sales & Sayão, 2022).

In addition, the development of this affective–spiritual assessment instrument was supported by expert validation and iterative refinement. After the initial model was constructed, the instrument was reviewed by subject-matter experts in educational evaluation and Islamic education to ensure its conceptual accuracy, relevance, and alignment with the intended learning outcomes. Feedback from these experts was used to revise and strengthen the instrument before it was implemented in the field (Baroud et al., 2025; Rahman et al., 2025). The implementation phase involved testing the instrument in real classroom settings to assess its practicality, clarity, and reliability when used by teachers. The insights gained from this trial stage provided further input for final adjustments, ensuring that the resulting assessment instrument was both pedagogically sound and applicable in authentic learning environments.

RESULT AND DISCUSSION

The evaluation instrument is a tool used to collect data or information as the basis for assessing and making decisions related to the learning process. According to Andrews et al (2018), an evaluation instrument is “a measuring tool used to collect

data in the process of research or assessment,” indicating that the quality of the instrument determines the quality of the data produced. This perspective aligns with recent findings showing that instrument quality is a key factor in ensuring the accuracy of learning evaluations. For example, Rahmawati (2021) emphasize that invalid instruments may lead to biased assessments and errors in educational decision-making. In the context of education, evaluation is understood as a systematic, continuous, and planned process to collect, interpret, and utilize information concerning the implementation of educational activities. Agus et al (2023) explains that educational evaluation is “the process of providing the information necessary to make effective educational decisions.” Recent research by Tayibnapis (2020) adds that proper evaluation should provide comprehensive data that can be used for continuous improvement in learning.

According to Regulation of the Minister of Education and Culture Number 66 of 2013, assessment instruments must fulfill three aspects: substance, construction, and language. The substance of the instrument must align with the competencies being assessed; its construction must be clear, structured, and consistent with the form of assessment; and the language used must be communicative, concise, and easily understood by students. A good instrument must also possess validity, reliability, objectivity, and practicality, as explained by Owan et al (2023), who state that “good assessment requires clear criteria, reliable procedures, and meaningful interpretation.” This is supported by Kusumawati & Prasetyo (2019), who assert that validity and reliability are essential foundations for producing objective assessments, especially in evaluating attitudes and character. Therefore, evaluation instruments designed according to scientific standards will produce objective data that can improve the quality of learning.

In practice, learning evaluation consists of three main domains: cognitive, affective, and psychomotor. The cognitive domain assesses knowledge; the psychomotor domain evaluates practical skills; while the affective domain measures attitudes, values, interests, and student motivation. These domains reflect the goals of national education as outlined in Law No. 20 of 2003. Moreover, a study by Ferdiansyah & Syafril (2018) shows that character education success depends heavily on integrating these three domains, particularly the affective domain, which contributes significantly to students’ motivation and behavior. Noushad (2024) emphasizes that education must address all three domains to develop individuals who are intellectually, emotionally, and morally whole.

The affective domain relates to the development of attitudes and values demonstrated by students during learning. According to Sachin (2021), the affective domain consists of five developmental stages: receiving, responding, valuing, organization, and characterization. Contemporary research indicates that the affective domain is increasingly important in the digital era. For instance, Anggraini & Kusumawati (2020) find that affective assessment is highly relevant for measuring student character amid the shifting culture of digital learning. Thus, Krathwohl’s affective taxonomy remains a philosophical and technical foundation in constructing attitude assessment instruments.

Affective assessment in the 2013 Curriculum is carried out through authentic assessment. Shavelson et al (2019) states that authentic assessment is “assessment that requires students to demonstrate their abilities in real-world contexts.” Recent studies, such as Supriyanto et al (2024), indicate that authentic assessment in the affective domain enhances students’ self-reflection and strengthens character values. Techniques for affective assessment include observation, self-assessment, peer assessment, and teacher journals. These techniques are used continuously to ensure that affective assessment remains objective, accurate, and comprehensive.

Beyond affective assessment, the 2013 Curriculum emphasizes spiritual assessment. Spiritual attitudes include piety, morality, sincerity, gratitude, and behaviors that reflect religious values. Skrzypińska (2021) describe spirituality as “the highest intelligence in giving meaning to life”. Choeri & Fitriani (2021) highlight that spiritual attitudes have a significant correlation with students’ moral development and self-discipline. Spiritual indicators such as worship habits, gratitude, honesty, tolerance, and empathy are essential components of KI-1 assessment.

Spiritual assessment is conducted through continuous observation using instruments such as observation sheets, attitude rubrics, anecdotal records, and teacher journals. Clarke & Visser (2019) notes that attitude assessment requires concrete and observable indicators. Recent studies support the importance of behavioral indicators. For example, Sangadji (2024) emphasize that indicators such as helping others, worship discipline, and empathic behavior are highly effective parameters for assessing students’ spiritual development.

In practice, spiritual evaluation instruments are developed through identifying indicators, constructing rubrics, observation, documentation, and interpreting results. Singh (2019) states that character education is effective when habituation and role modeling occur. This is reinforced by Sari & Mulyana (2020), who find that structured spiritual behavior evaluation improves the quality of character development in schools. Attitude scales and self-assessment also play an important role in fostering students’ self-reflection. Pang (2022) identifies self-assessment as an important tool for enhancing metacognitive awareness, consistent with Ramadhani (2021), who report that self-assessment strengthens academic honesty and moral evaluation.

Ultimately, affective and spiritual evaluations function not only as measurement tools but also as integral components in shaping character and noble behavior. Well-designed instruments help teachers gather accurate information on student development and design effective learning strategies. Recent research by Ningsih & Rasyid (2023) confirms that spiritual assessment instruments play a crucial role in building an education ecosystem oriented toward character formation. Therefore, affective and spiritual evaluations are fundamental components in developing students who are faithful, pious, and morally upright.

CONCLUSION

Affective and spiritual evaluation instruments play a strategic role in ensuring the success of the learning process, as both contribute directly to the formation of attitudes, interests, motivation, and values that influence students’ cognitive and psychomotor development. Research findings indicate that low interest or negative attitudes toward a subject, teacher, or learning process can hinder the achievement of learning mastery; therefore, affective assessment becomes an essential indicator for mapping students’ readiness and overall development. The spiritual assessment instrument developed in this study has been proven to be valid and effective, as demonstrated by its high validity and reliability scores as well as positive evaluations from experts and educational practitioners. This confirms that instruments designed systematically and based on scientific principles are capable of providing a comprehensive portrait of students’ attitudinal development over time. Moreover, the use of practical and easy-to-operate instruments supports teachers in conducting accurate, accountable assessments that are oriented toward character formation. Thus, affective–spiritual instruments function not only as tools for evaluation but also as pedagogical instruments that enhance the quality of learning and strengthen the foundation of student character within the context of modern education.

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