The Use of Diagnostic Test for Islamic Education Subject in The Affective Domain Assessment

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ARTICLE INFO	ABSTRACT
	The affective domain is one of the abilities that is difficult to measure in learning, mainly because it is difficult to find the proper assessment technique. This article described about the the use of diagnostic assessment for measuring students' affective learning outcomes in Islamic Religious Education subject. The research was conducted at SD Negeri 85, Palembang. The method used in this research was quantitative method. The sample for this research was 25 sixth-grade students. Data were collected by using diagnostic test and observation. The data analysis technique used was quantitative descriptive analysis, in which the results of the diagnostic tests obtained from 25 students were scored and then calculated using descriptive statistics on each assessment indicator and percentages. The results showed that the highest ability in students' affective domain was in the willingness to accept indicator with the result of 99% and the lowest in the belief indicator with the result of 53%. Therefore, diagnostic tests could be used to measure the learning outcomes of Islamic Religious Education (PAI) in the affective domain.

How to Cite:

INTRODUCTION

Learning is a planned process to produce quality human resources in the future. Therefore, each learning activity, from the objectives to the evaluation, is optimally planned and formulated in the learning implementation plan prepared by the subject teacher. The abilities that can be achieved in learning include the cognitive, psycho motor, and affective domains. The study results show that the tests often used by teachers in Jordan focus more on cognitive goals than affective domains related to emotion (Msaedeh, 2018). In other words, the affective domain is an ability that is rarely measured, even if more is needed to find an assessment with the right instrument. This ability is as important as other cognitive

and psycho motor abilities. The results showed that affective factors make reading challenging (Žolgar-Jerkovic et al., 2018). Feelings of fear, anxiety, and lack of self-confidence make it difficult for a person to develop his talents and abilities. This shows the essential emotional abilities students have.

In Kratwohl's taxonomy of affective learning, the highest affective domain lies in the internalization, or practice, of learning values in everyday life so that they become its character (Subrata & Rai, 2019). Affective values related to noble attitudes and behavior practiced by students in everyday life are evidence of the success of learning in the affective domain. Portraits of students' interaction behavior are also concrete evidence of the practice of affective domain learning outcomes. The problem is that errors often occur in measuring the affective domain, so it does not accurately describe students' abilities. As a result, student behavior does not increase; in other words, actual behavior is not reflected as a result of learning in the affective domain at school.

The phenomenon shows that assessing the affective domain in schools is relatively complicated compared to the other two domains because it is related to student behavior, which cannot be described in formal schools as a form of rigidity of applicable rules (Ekawati et al., 2021). Research on English teacher education students at a university in Indonesia shows that they are likelier not to like learning and lack enthusiasm, interest, pleasure, and confidence in academic reading. This research shows that students only sometimes understand the theoretical values of reading and the relevance of texts for their development as prospective teachers (Yulia et al., 2020). Assessments, in terms of interest, motivation, and other attitudes toward learning, are often carried out, but the results do not describe the expected affective factor.

During the Covid-19 period, there were changes in the assessment of the affective domain based on social media. This period has changed the attitude of teachers to use social media as a form of online learning both in Indonesia and worldwide (Jogezai et al., 2021). Implementing affective assessments includes a desktop-based learning outcomes assessment rubric application (Ekawati et al., 2021), Google forms, and others (Shara & Silalahi, 2022).

This affective domain assessment needs to be developed to determine changes in student attitudes toward learning (Saftari & Fajriah, 2019). Assessment of the affective domain with the right instrument can bring us closer to achieving the learning objectives of the affective domain so that the results of the assessment can describe students' actual behavior. Research using diagnostic tests has shown to affect students' highest ability in the affective domain compared to the learning outcomes of students who were not given a diagnostic test (Wirasini et al., 2018). The results of other studies in Brunei support this finding by offering an assessment of the affective domain that must be supported by giving assignments that follow the affective domain developed by the teacher (Kenny et al., 2010); however, the two studies did not describe the diagnostic assessment techniques used, especially in Islamic Religious Education subjects. Through this research, the researcher wanted to describe the results of the diagnostic tests and their suitability for use in assessing the affective domain in Islamic Religious Education subjects.

LITERATURE REVIEW

Diagnostic Assessment

The diagnostic assessment technique is a way of identifying the weaknesses and strengths that the students have in mastering the material they have learned (Wirasini et al., 2018). Several test questions available with indicators of affective domain learning outcomes are directed to determine the weaknesses and strengths of the affective components received by students; the goal is to continue particular learning. After learning a specific topic, students' abilities can be measured as learning outcomes. They can be diagnosed to discover the limits of learning abilities that have yet to be mastered to ensure continuity in the following material topic.

Diagnostic assessment is a technique to assess the weaknesses of students' abilities and skills before learning activities begin (Umami, 2018). Many previous researchers and even subject teachers have done this, but diagnostics in this study are essential at the end of learning and before starting the following material. Diagnostic tests can be developed with steps, namely 1) determining objectives, 2) preparing grids, 3) writing questions/assessment rubrics, 4) reviewing questions and revising, and 5) determining questions/assessment rubrics used as diagnostic test instruments (R. B. Astuti, 2012).

The assessment of affective learning outcomes in learning in the new normal era is 1) planning assessment activities, including reviewing *KI/KD*, determining objectives, compiling grids, making instruments, and making guidelines that will be used in scoring; 2) carrying out affective actions including designing instruments, socializing filling out Google forms, and filling out affective assessments, processing data and reporting results; and 3) obtaining support for the implementation of affective assessment with Google forms from teachers, schools, government, parents, and students (Said & Muslimah, 2021). After the reintroduction of face-to-face learning, the assessment of affective learning outcomes can be carried out directly with the assessment steps mentioned above.

PAI Learning Outcomes

Learning outcomes are changes in student behavior after learning experiences on specific subjects at school (Ekawati et al., 2021). If students participate in learning activities, the learning process produces particular abilities, skills, and attitudes as learning outcomes. Not all students get encouraging learning outcomes following expectations, but all results coming from the learning process that have been followed. Several factors affect student learning outcomes well or poorly. In general, there are two factors: internal, such as the lack of interest and motivation of students, and external, namely, the uninteresting teacher's teaching methods (Tasya & Abadi, 2019). Apart from methods, learning outcomes can be influenced by the role of parents, especially in online learning (Naim et al., 2022). Another opinion says that factors and learning strategies influence learning outcomes. Integrated learning of Islamic values is one of the strategies that can be applied to improve students' learning outcomes (Purwati et al., 2018).

Affective Domain

The affective domain includes everything related to students' behavior related to feelings, values, awards, passion, interests, motivations, and attitudes. Assessment in the affective domain aims to form and change attitudes after learning (Ekawati et al., 2021). Affective abilities are inherent in individuals because a person acts not on cognitive choices but because affective values or institutional beliefs are sometimes more ideal, and the facts are undeniable in practice (Nazim, 2022).

The use of cognitive, psycho motor, and affective abilities in acting is a whole that shows a perfect blend of individual qualities. Affective ability goals formulated in the form of behavior are clearer than traditionally formulated goals ((Aheisibwe, 2021). Aspects of affective abilities include 1) attitude; 2) value; 3) empathy; and 4) being interested in something. This affective domain can be divided into four levels: 1) willingness to accept; 2) willingness to respond; 3) the ability to believe and apply the work; and 4) perseverance and thoroughness (M. Astuti, 2022). Assessing students' affective abilities can be done from the aspects of attitude and motivation (Žolgar-Jerkovic et al., 2018).

METHOD

The method used in this research was a quantitative descriptive method. The population of this study was students in grade VI at SD Negeri 85 Palembang. The research sample taken was 25 people. The sampling technique used was a purposive sampling technique based on specific considerations. The consideration in drawing the sample is the students who can carry out diagnostic tests to facilitate the implementation of the research. Data collection used diagnostic tests and observation. Data collection was carried out in stages: carrying out a diagnostic test and observing student activities. The test rubric filled in by students was then collected and given a score of answers using a Likert scale. The final results of the student's answers were the data in the research to be analyzed and given to the teacher as a personal file. After scoring on every student's diagnostic test assessment indicator, it was followed by data analysis using descriptive and percentage statistics. The data analysis technique used was descriptive analysis.

The implementation of the assessment began with planning by looking at the Basic Competencies (KD) of Islamic Religious Education and Characteristics of Class VI SD. The primary competency selected is KD 1.2; accustomed to reading the Qur'an, believing that Allah loves those who are sincere, patient, and forgiving. Demonstrating patient, sincere, and forgiving attitudes is the goal of affective learning.

After determining the basic competency selected as the affective material, it was used as material for research in this study. The second step was to determine the teaching goal; to gain the belief that Allah loves patience, sincerity, and forgiveness. The third step was to develop an instrument as a diagnostic test assessment rubric related to learning outcomes in related competencies. After compiling the rubric, the researcher consulted experts for instrument validation, named MH. The results of the revision of the instrument, which have been declared valid, were then used as a diagnostic test instruments to measure the learning outcomes of students' affective domains in Islamic Religious Education.

The Islamic Religious Education teacher assisted the researcher at this school in carrying out the test, which made it easier to collect data. The implementation began by

presenting the reasons and objectives for administering the diagnostic test and requesting that students, as a sample, provide actual data to obtain an accurate picture of the student's affective condition.

Seating arrangements were set randomly to avoid subjectivity in the assessment. In order to also support the acquisition of accurate data, the researcher and teacher of Islamic Religious Education (PAI) asked the students not to write their full names except for the rubric code number given. The test was carried out directly and in two meetings to maintain data purity. Students can leave their seats and place the answer sheets on their desks when finished.

The final activity in implementing this diagnostic test was to close the meeting by calling students to return to their seats as before. Closing activities were a series of activities that were important to carry out and are accompanied by strengthening motivation towards learning progress and doing activities in everyday life to instill good character in students. The meeting ended with a prayer led by the head of the class.

FINDINGS

Learning Outcomes of Islamic Religious Education in the Affective Domain Obtained by Students

Affective learning outcomes are an essential ability in every lesson. The success of learning in this field can be seen from the practice of attitudes toward the material by getting used to reading Al-Quran Surah An-Nisa verse 146, Surah Al-Baqarah verse 153, and Al-Quran Surah Ali Imron verse 134, which were studied. An understanding of the values in verse emerges an attitude of patience, sincerity, and forgiveness to be practiced daily as a Muslim. Diagnostic test assessment of learning outcomes in Islamic Religious Education in the affective domain studied produced the following data:

The Material of Being Patient

Willingness to accept can be illustrated by the attitude of accepting and understanding what is happening in the surrounding environment. This attitude is a form of understanding the verses of the Quran concerning patience behavior. From the diagnostic test data on students' patience attitudes, the result of the data analysis could be seen in Table 1 below.

Table 1. Percentage of Learning Outcomes
in the Affective Domain of Patience

No	Affective Ability Category	Percentage (%)
1	Willingness to Accept	25%
2	Willingness to respond	52%
3	Belief	20%
4	Perseverance and thoroughness	3%

The data in the table were formulated from the category of willingness to accept, where students can accept the reality of every problem they face. Of the 25 students, the percentage of willingness to accept was 25%, the ability to respond was 52%, the ability to believe was 20%, and persistence and thoroughness was 3%.

The Material of Being Sincere

Willingness to accept, respond, and believe, as well as persistence and thoroughness related to the problems around them. Students who can respond look active, sincere in learning, accept difficulties, and willingly accept provisions from Allah SWT. The students' sincerity was reflected in the results of the diagnostic tests below.

Table 2. Percentage of Sincere Affective Domain
Learning Outcomes of Sincerity

No	Affective Ability Category	Percentage (%)
1	Willingness to Accept	17%
2	Willingness to respond	23%
3	Belief ability	10%
4	Perseverance and thoroughness	50%

Of the 25 students, the percentage of willingness to accept of sincerity was 17%, the ability to respond was 23%, the ability to have faith was 10%, and perseverance and thoroughness were 50%. The highest sincerity of students was on indicators of perseverance and thoroughness, and the lowest was on beliefs. In the aspect of acceptance, it is relatively small; even though diligence and accuracy are high, the acceptance of students still needs to be classified as challenging to be sincere.

The Material of Being Forgiving

The aspect of forgiveness of students of class VI at SDN 85 Palembang can be seen in the table below.

Table 3. Percentage of Affective Domain
Learning Outcomes of Forgiveness

No	Affective Ability Category	Percentage (%)
1	Willingness to Accept	25%
2	Willingness to respond	30%
3	Belief ability	23%
4	Perseverance and thoroughness	27%

Of the 25 students, the percentage of willingness to accept and forgive friends' mistakes was 25%, the ability to respond to other people's mistakes and understand them was 30%, the ability to have faith was 23%, and perseverance and thoroughness were 27%. Forgiving is problematic because it relates to other behaviors, such as patience and sincerity. Students who are forgiving also have a patient and sincere attitude. Overall, from the three materials, the affective ability of students in the aspect of willingness to accept is 25%, 17%, and 25% = 67%; responsiveness is 52%, 23%, and 24% = 99%; the ability to believe the percentage is 20%, 10%, and 23% = 53%; and persistence and accuracy are 3%, 50%, and 37% = 56%.

The affective attitudes found from the values of patience, sincerity, and forgiveness, from highest to lowest, are the ability to respond (99%), willingness to accept (67%), perseverance and thoroughness (56%), and ability to have faith (53%). The affective attitude

of the ability to respond with the highest patient, sincere, and forgiving values is still close to objects outside of oneself; this can occur because of the influence of other people's perceptions and knowledge. The lowest affective attitude is in the realm of beliefs that are in the individual. Therefore, the most challenging level of the affective domain for students is in the realm of belief. This is consistent with the results of observations, which showed that students' affective abilities in the ability to believe are lower than other aspects.

DISCUSSION

A diagnostic test assessment was used to measure the learning outcomes of Islamic Religious Education in the affective domain. This study used basic competency material to get students used to reading the Qur'an, which is related to patient, sincere, and forgiving attitudes in class VI students at SD Negeri 85 Palembang. Assessment must be carried out continuously within the allotted time to discover the development of students' abilities, strengths, and weaknesses and ensure that all students process together in class learning. Assessment started with determining essential competencies and goals, compiling assessment rubrics, validating them, and then passing them on to students. The diagnostic assessment results yielded the highest ability in the affective domain of students in the indicator of willingness to accept and the lowest in the indicator of belief.

In addition, the findings that can be taken from this study are that understanding patience, sincerity, and forgiving attitudes requires good abilities from the three affective attitude materials. In patience behavior, there is sincere and forgiving behavior. Moreover, vice versa, to be able to accept something sincerely, there must be patience and the ability to forgive. Students who become forgiving must also be patient and willing to forgive. A positive attitude towards problems accompanied by belief requires training in the learning process so that students discover the ability to solve problems. Patience, sincere, and forgiving behavior is a noble character that must be instilled in students so that in the future, they can make choices about the life they will live. The results are in line with the statements from Ekawati et al, (2021) that assessment in the affective domain aims to form and change attitudes after learning. Affective abilities are inherent in individuals because a person acts not on cognitive choices but because affective values or institutional beliefs are sometimes more ideal, and the facts are undeniable in practice (Nazim, 2022). Therefore to instill the attitudes, students need to practice more.

CONCLUSION

In this research, the diagnostic test was used to measure the learning outcomes of Islamic religious education in the affective domain of primary competency material to get used to reading the Qur'an, which was related to being patience, sincere, and forgiving attitudes. These three affective domains were the materials in diagnostic tests on students. The diagnostic assessment showed that the highest ability in students' affective domain was in the indicator of willingness to accept, and the lowest is in the indicator of belief. Therefore, a diagnostic test could be used to measure the learning outcomes of Islamic religious education in the affective domain. Other researchers interested to conduct similar researchers can find out the learning outcomes on other subjects or other levels of education.

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