


Implementation of Psychomotor Assessment and Teacher Readiness in Islamic Education Learning at Senior High Schools in Bandung City

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved : 31-10-2025 Revised : 03-01-2026 Accepted : 09-01-2026</p> <p>Keyword: Islamic Religious Education; Teacher Professional Development; Psychomotor Assessment.</p>	<p><i>This study aims to explore the implementation of psychomotor assessment in Islamic Education (PAI) learning at a public senior high school in Bandung City. The research employed a qualitative approach with an instrumental case study design, utilizing interviews, observations, and document analysis. Data were analyzed through the stages of reduction, presentation, and conclusion drawing. The findings indicate that teachers conceptualize psychomotor assessment as the evaluation of authentic worship skills. Assessment planning was grounded in curriculum achievements with analytic rubrics that emphasized performance indicators, while implementation combined direct observation, video portfolios, and performance tasks to capture reliable evidence of student competence. Assessment results were used for formative feedback, remedial activities, and enrichment, whereas teacher professional development was conducted through MGMP forums, practical training, and continuous self-initiated efforts. This study is limited to a single school context, thus the findings cannot be broadly generalized. Recommendations include rubric standardization across schools, ongoing practical training, and the utilization of digital portfolios to enhance reliability, accountability, and the educational impact of psychomotor domain learning.</i></p>

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INTRODUCTION

Learning assessment serves not only to measure final outcomes but also to guide the learning process in an adaptive and comprehensive manner (Saputra et al., 2024). Psychomotor domain assessment plays a strategic role in evaluating students' worship skills in authentic practice (Ramli et al., 2025), such as the procedures of ablution, prayer

movements, and fluency in Qur'anic recitation (Wartinah et al., 2025). These indicators not only reflect technical mastery but also internalize religious values in daily practice (Maulidya & Sa'i, 2022). Mu'min et al. (2023) emphasize that psychomotor assessment is essential for measuring students' real skills and supporting comprehensive learning achievement. Through authentic analytic rubrics, teachers can obtain empirical data regarding accuracy and consistency of practice, thereby facilitating remedial feedback as well as enrichment (Mrangu, 2022).

Ideally, psychomotor assessment in Islamic Education (PAI) learning should be carried out with structured instruments (Forisma et al., 2023), clear assessment rubrics (Ilmi et al., 2025), and evaluation strategies that integrate cognitive and affective functions (Nafsiyah & Sugeng, 2025). Teachers are expected not only to assess worship skills ceremonially (Turmuzi et al., 2020), but also to conduct in-depth observation of students' worship performance using objective and consistent standards (Fakhrurrozi, 2019). Integrating assessment results into subsequent lesson planning enables the formation of a continuous learning cycle (Rusdiana et al., 2026). Formative feedback plays a crucial role in helping students improve performance and gradually enhance practical skills (Magdalena et al., 2023).

However, such ideal conditions are not fully reflected in school practice (Khoerunnisa et al., 2025). The implementation of psychomotor assessment in PAI still faces various challenges (Pramudita et al., 2025), such as limited instructional time allocation (Zahro, 2025) and heavy administrative burdens on teachers (Achmad et al., 2022). With an average allocation of only two hours per week, teachers find it difficult to comprehensively assess students' worship skills (Subakri, 2023). This situation is further exacerbated by the minimal use of valid and reliable assessment instruments, resulting in practices often conducted without standardized rubrics and tending to be subjective (Ling, 2025). In fact, the curriculum requires comprehensive assessment that balances cognitive, affective, and psychomotor domains (Rahmawati et al., 2024).

Previous studies have examined psychomotor assessment in PAI learning with diverse focuses. Azzahra et al. (2023) found that the evaluation of worship practice skills at SMPIT Ar Risalah Sukoharjo was often hindered by limited time, facilities, and the absence of systematic rubrics. Suprihatien et al. (2024) through meta-analysis, reported that cognitive evaluation was relatively well implemented, while affective and psychomotor domains remained less optimal, particularly in online learning. Syamsiah & Prastowo (2022) demonstrated that authentic assessment implementation at SDN 01 Ujan Mas was conducted through practice, projects, products, and portfolios using checklists and rating scales. Al-Qodri et al. (2025) reported that the evaluation of practical skills at SMA Muhammadiyah 2 Gemolong enhanced higher-order skills through practice, simulation, and observation. Meanwhile, Dinata et al. (2025) emphasized that the psychomotor domain is often neglected due to teachers' limited understanding and the lack of available instruments.

Based on these findings, it is evident that most previous studies have focused more on instrument design or theoretical validation, while comprehensive explorations of psychomotor assessment implementation in PAI within school practice remain limited. Therefore, this study aims to explore the implementation of psychomotor domain assessment in PAI learning at the senior high school level, by examining teachers'

understanding, assessment planning, implementation strategies, utilization of assessment results, and professional development related to psychomotor assessment.

By employing a qualitative approach with an instrumental case study design, this research is expected to provide a holistic picture of psychomotor assessment practices in PAI learning within schools. Theoretically, this study contributes to the development of authentic assessment discourse in education. Practically, the findings are expected to serve as a reference for PAI teachers in designing, implementing, and following up psychomotor assessment in an objective, valid, and sustainable manner.

LITERATURE REVIEW

Psychomotor Assessment

The psychomotor domain is understood as observable physical skills, ranging from simple to complex movements, which complement the cognitive and affective dimensions of educational objectives (Ahmad et al., 2018). Bloom et al. (1956) positioned the psychomotor domain as an integral part of learning outcomes, emphasizing the ability to perform actions or skills in real practice. This framework was further developed by Simpson (1972) through seven levels of psychomotor proficiency: perception, readiness, guided response, mechanism, complex response, adaptation, and originality. These stages describe the progression of students' skills from imitation to the ability to modify and create movements independently, and are widely used as a conceptual basis in designing indicators and rubrics for practical skill assessment.

In its development, psychomotor assessment has not only focused on the final outcomes of skills but also on the performance processes demonstrated by students (Bourassa et al., 2024). Hernon et al. (2023) emphasized that comprehensive psychomotor assessment needs to consider readiness, procedural accuracy, consistency of movement, and reflection on practice. This approach enables teachers to obtain a more objective picture of students' skill quality while supporting the provision of meaningful feedback.

Planning and Implementation of Psychomotor Assessment

Planning psychomotor assessment requires clarity of learning objectives, performance indicators, and assessment instruments that align with the characteristics of the skills being measured (Panuncio-Pinto & Troncon, 2014). In the context of Islamic Education (PAI), psychomotor assessment is directed toward measuring worship skills and religious practices that demand accuracy of movement, fluency of recitation, and consistency of implementation (Amirudin et al., 2025). Therefore, performance assessment and authentic observation are relevant approaches to evaluate learning outcomes in this domain.

Several studies indicate that the implementation of psychomotor assessment in PAI still faces significant challenges. Bali & Musrifah (2020) showed that online learning hindered authentic observation of psychomotor skills due to limited direct interaction. (Ismail et al., 2022) asserted that adaptations through virtual observation and documentation were unable to maintain assessment quality due to the absence of standardized psychomotor assessment procedures. Sukmawati & Istanto (2025) added that

limited facilities and the lack of structured instruments worsened the consistency of practical skill evaluation.

These findings affirm that effective psychomotor assessment requires systematic planning, valid observation instruments, and adaptive assessment procedures for both offline and online learning contexts. However, studies that comprehensively explore the implementation of psychomotor assessment in PAI at the secondary school level, while considering limited school resources, remain relatively scarce.

Professional Development of Islamic Education Teachers

Professional development plays a vital role in improving the quality of teaching and assessment, including in the psychomotor domain (Ambon et al., 2024). Assalihee et al. (2024) demonstrated that the Lesson Study approach fosters more student centered learning through collaboration and collective reflection among teachers. This approach provides opportunities for teachers to share best practices and continuously improve teaching strategies. In addition, Purwanto et al. (2023) emphasized that ongoing reflective practice contributes to enhancing teaching quality through self-evaluation and iterative improvement.

Nevertheless, the implementation of professional development for Islamic Education teachers still encounters various obstacles (Raihani et al., 2016). Pahrudin et al. (2025) noted that teachers' limited digital literacy is a major barrier to adopting technology-based innovations in teaching and assessment. This condition is exacerbated by heavy teacher workloads and the lack of continuous supervisory support (Khalaifa & Hilton, 2025). Therefore, professional development for Islamic Education teachers needs to be designed contextually and realistically to align with school needs and conditions.

METHOD

This study employed a qualitative approach (Sugiyono, 2023) to obtain an in-depth understanding of psychomotor assessment practices by Islamic Religious Education (PAI) teachers. This approach was chosen because it allows for contextual and comprehensive exploration of educational phenomena, particularly in examining how teachers plan, implement, and utilize psychomotor assessments. The research design was an instrumental case study (Yin, 2014), with PAI teachers as the primary focus to gain insights into assessment planning processes, implementation strategies and techniques, utilization of assessment results, and related professional development.

The study was conducted from February to June 2025 at a public senior high school (SMA Negeri) in Bandung. Participants comprised three PAI teachers selected purposively (Yin, 2014) based on the criteria of being actively teaching, having a minimum of three years' teaching experience, and having implemented psychomotor assessments in their instruction. During the study period, the researcher carried out four observations, each lasting 70–90 minutes, during regular classes for grades X and XI and during a special Smartren Ramadan activity. Observed psychomotor assessment activities included group mind-map creation, presentations, a short drama on Islamic values, and practical

demonstrations of wudhu and prayer; these were documented using structured observation sheets, field notes, photographs, and video recordings.

Data were collected using three primary techniques. First, semi-structured interviews (Ambarwati et al., 2022) were conducted using a guide of approximately 30 core questions covering teachers' understanding of psychomotor assessment, assessment planning, implementation strategies and techniques, use of assessment results, and professional development. Follow-up questions probed student readiness, implementation challenges, and school facility support. Second, a document study (Seffi & Perseveranda, 2025) was conducted on teaching modules and psychomotor assessment instruments to evaluate of teaching modules and psychomotor assessment instruments was performed to evaluate alignment among learning objectives, practical activities, and assessment criteria, including the consistency of rubrics with classroom practice. Third, direct observation (Fitriani et al., 2024) was carried out using a structured observation sheet containing indicators of understanding, planning, strategies, implementation techniques, and utilization of assessment results.

Data validity was maintained through several techniques. Source triangulation (Komariah et al., 2021) compared findings from interviews, observations, and document studies, and member checking (Lutfi et al., 2025) was used to confirm the researcher's interpretations with participants. Research credibility was further strengthened by an audit trail consisting of systematic documentation of the entire research process and peer debriefing through discussions with the supervising lecturer. Data were analyzed thematically following Miles et al. (2014) through stages of data reduction, data display, and conclusion drawing. The study received ethical approval from the school and informed consent from all participants, with teacher identities anonymized to protect confidentiality.

FINDINGS

Teachers' Understanding of Psychomotor Assessment

The findings indicate that the three Islamic Education (PAI) teachers share relatively similar understandings of psychomotor assessment, namely as the evaluation of real skills in practicing Islamic teachings in daily life. The teachers perceive that PAI learning should not be delivered solely in theoretical form, but must be manifested in observable behavior and worship practices.

Teacher 1 emphasized the importance of internalizing Islamic values through real skills, stating: *"PAI is not only theory, but must be practiced in daily life through worship and attitudes of tolerance."* Teacher 2 highlighted the classification of diverse forms of psychomotor assessment and the importance of direct observation and rubric use, noting: *"In PAI, reading the Qur'an, writing, and practicing prayer are included in psychomotor."* Teacher 3 focused on core worship skills that can be directly observed, explaining: *"Psychomotor assessment in PAI evaluates students' ability to practice Islamic teachings directly, such as ablution, prayer, and Qur'an recitation."* Observation and document analysis of teaching modules revealed that these understandings were reflected in practice,

including the use of psychomotor rubrics in practical and religious project activities, as well as alignment between learning objectives and the practical activities designed by teachers.

Table 1. Summary of Teachers' Understanding of Psychomotor Assessment

Teacher	Focus of Understanding	Forms of Psychomotor Assessment	Instruments / Implementation
Teacher 1	Internalization of Islamic values through real skills	Worship practices and tolerance attitudes	Observation of worship behavior and attitudes
Teacher 2	Classification of assessment forms	Qur'an reading, writing, prayer practice, creative projects	Structured rubrics, direct observation
Teacher 3	Core worship skills	Ablution, prayer, Qur'an recitation	Direct assessment of worship practice

Overall, the three teachers agreed that psychomotor assessment is an essential instrument in PAI learning. Their common perspective lies in viewing assessment as a means of evaluating students' real skills in worship practice and daily behavior. Differences emerged in emphasis: Teacher 1 focused on value internalization, Teacher 2 on varied forms of assessment and rubric use, and Teacher 3 on direct worship skills shaping religious character.

Planning of Psychomotor Assessment

The findings show that psychomotor assessment planning in PAI learning was conducted systematically and aligned with learning objectives, although approaches varied among teachers. Planning was designed by considering the characteristics of the material, student readiness, and the context of learning activities. Teacher 1 emphasized habituation of worship through routine activities, stating: *"Prayer worksheets are checked at every meeting, and absence from practice is considered a lack of responsibility. Assessment is not only written notes but must be manifested in real practice."*

Teacher 2 stressed the use of rubrics collectively developed through MGMP forums to ensure uniformity of assessment, explaining: *"In MGMP, standardized formats are usually available as references for preparing assessments, including questions, rubrics, and criteria."* Teacher 3 planned assessments flexibly, adapting to classroom conditions and instructional time, noting: *"Assessment may not be as detailed as ideally expected, but it is recorded and used for evaluation, so psychomotor practice remains an important part of PAI learning."* Document analysis of teaching modules confirmed that psychomotor assessment planning was included in learning and assessment components, covering skill indicators, assessment techniques, and criteria applied in practice.

Table 2. Summary of Psychomotor Assessment Planning

Teacher	Planning Focus	Document Reference	Contextual Adaptation	Assessment Instruments
Teacher 1	Worship habituation through prayer worksheets as attendance requirement	Curriculum, teaching modules	Adjusted to student readiness and facilities	Prayer worksheets, practice observation, routine checks
Teacher 2	Formal references and objective rubrics via MGMP	MGMP standardized formats, collective rubrics	Ensuring uniform standards across classes	Objective rubrics, standardized formats, collective planning
Teacher 3	Simple but consistent recording	Teaching modules, teacher notes	Flexible documentation, used for evaluation	Observation notes, remedial/mentoring sessions

Overall, psychomotor assessment planning in PAI integrated curriculum references, teaching module design, assessment instruments, and contextual adaptation to school conditions. Similarities lay in systematic orientation and clear learning objectives, while differences appeared in planning styles: Teacher 1 emphasized worship habituation, Teacher 2 relied on formal rubrics and collective references, and Teacher 3 applied simple but consistent documentation.

Strategies for Implementing Psychomotor Assessment

The findings reveal that psychomotor assessment in PAI learning was implemented through various practical activities enabling teachers to directly observe students' skills. Implementation strategies were adapted to the characteristics of PAI material and classroom learning situations.

Teacher 1 conducted psychomotor assessment through direct observation of worship practices, stating: *"Prayer and ablution are assessed through direct practice, with students demonstrating recitations and movements to identify areas needing improvement."* Teacher 2 combined direct practice with project activities and digital media use, explaining: *"The religious song 'Ramadan' was modified with lyrics on basic Islamic law principles as a creative psychomotor assessment project that engaged and motivated students."* Teacher 2 also utilized visual media and digital technology to collect evidence of students' practice.

Teacher 3 emphasized direct observation during worship practice, noting: *"Direct observation is used when students demonstrate ablution, paying attention to movements,*

sequence, and validity.” Teacher 3 also employed video-based assignments for remote assessment, using simple rubrics to evaluate movement, recitation, and devotion.

Field observations showed that during *Smartren Ramadhan* activities, assessments were conducted individually, focusing on accuracy of movements, sequence, and recitations. Document analysis of PAI teaching modules confirmed that implementation strategies were explicitly stated, including the use of psychomotor rubrics on a 1-4 scale and integration of theoretical explanation, teacher demonstration, and student practice in core learning activities.

Table 3. Summary of Psychomotor Assessment Implementation Strategies

Teacher	Implementation Focus	Document Reference	Instruments
Teacher 1	Real worship practice through direct observation	Prayer and ablution practice, practical exams	Practice rubrics
Teacher 2	Creative projects aligned with material	Song/video parody, direct practice	Category rubrics
Teacher 3	Direct observation and remote assessment	Ablution practice, video assignments	Simple rubrics

Overall, strategies and techniques for implementing psychomotor assessment in PAI were carried out through direct observation, worship practice, projects, products, and the use of media and technology such as posters, videos, concept maps, and digital recordings. Common practices among teachers included observation and rubric use as references for evaluating students’ skills. Differences were evident in techniques: Teacher 1 emphasized direct worship practice, Teacher 2 employed creative technology-based projects, and Teacher 3 relied on direct observation with simple rubrics.

Utilization of Psychomotor Assessment Results

The findings show that psychomotor assessment results were utilized by Islamic Education (PAI) teachers as feedback for learning and as follow-up to students’ skills. Teacher 1 used assessment results as material for reflection and sharing students’ worship practice experiences, stating: *“Reflection on practice results is used as a medium of da’wah, when students share their experiences and become role models for younger peers, thereby motivating them to be more diligent in worship.”* Teacher 1 also employed assessment results to adjust teaching methods, noting: *“If many students cannot perform the practice correctly, it means I must change my teaching approach.”*

Teacher 2 used assessment results as a means of motivating students, explaining: *“After the psychomotor test, students are asked to present their results as motivation to study harder.”* In addition, Teacher 2 used assessment results to prepare enrichment modules and record students’ skill development through assessment instruments equipped with notes columns. Teacher 3 utilized assessment results for self-evaluation by both students and teachers, stating: *“Assessment results are used for self-evaluation, not merely*

as scores, but also as a mirror for teachers and students.” Teacher 3 further used assessment results to adjust methods, add practice examples, and provide personal guidance, adding: *“I give additional opportunities through personal practice or group practice with peers who are already proficient, so students do not immediately receive low scores without the chance to improve.”*

Field observations revealed that assessment results were discussed through brief reflections on errors in movements or recitations. Document analysis of PAI teaching modules showed written follow-up activities in the form of remedial and enrichment programs.

Table 4. Summary of Utilization of Psychomotor Assessment Results

Teacher	Focus of Utilization	Forms of Implementation
Teacher 1	Reflection and da'wah	Correction notes, role-model activities
Teacher 2	Motivation and enrichment	Presentation of practice results, enrichment modules
Teacher 3	Motivation and enrichment	Additional practice, peer-assisted practice

Overall, psychomotor assessment results were utilized in subsequent learning processes. Commonalities among teachers included using assessment results for reflection, motivation, and evaluation. Differences appeared in focus: Teacher 1 emphasized reflection and da'wah, Teacher 2 focused on motivation and enrichment, while Teacher 3 prioritized self-evaluation and personal guidance.

Professional Development of Teachers in Psychomotor Assessment

The findings indicate that professional development of PAI teachers in psychomotor assessment was carried out through training, peer collaboration, and independent initiatives. Teacher 1 participated in training and workshops through MGMP forums, stating: *“Workshops in MGMP are very helpful because teachers can directly practice assessment.”* Teacher 1 also utilized digital technology and attended seminars and MGMP discussions.

Teacher 2 gained assessment insights through general training and professional discussions, explaining: *“Training makes teachers who previously did not know become knowledgeable, so teachers must continue learning and not stop at existing knowledge.”* Teacher 3 acquired understanding of assessment through curriculum and general assessment training, stating: *“General training provides understanding of the importance of assessments aligned with learning outcomes and fair rubrics.”* Teacher 3 also emphasized the need for professional development more specifically focused on psychomotor assessment practice, and expressed hope for more concrete policy support.

Observations showed uniformity in the psychomotor assessment rubrics used by teachers. Document analysis of PAI teaching modules revealed consistency in assessment

components across teachers, reflecting the outcomes of professional development activities.

Table 5. Summary of Teachers’ Professional Development in Psychomotor Assessment

Teacher	Forms of Development	Sources
Teacher 1	Training, independent initiatives, MGMP	MGMP workshops, seminars, digital technology
Teacher 2	Training and MGMP	General training, professional discussions
Teacher 3	Training and practical experience	Curriculum training, teaching experience

Overall, professional development of PAI teachers in psychomotor assessment was conducted through formal, collaborative, and independent pathways. Commonalities among teachers included continuous involvement in professional development activities. Differences emerged in the forms and intensity of participation: Teacher 1 was actively engaged in MGMP forums and digital technology use, Teacher 2 participated in school-facilitated training and programs, while Teacher 3 relied more on general training and teaching practice experience.

DISCUSSION

Teachers’ Understanding of Psychomotor Assessment

Islamic Education (PAI) teachers in senior high schools conceptualize psychomotor assessment as the evaluation of worship skills in real practice, with emphasis on applying Islamic teachings in daily life. This understanding was evident from interviews and classroom observations, which showed that teachers positioned worship practice as the primary indicator of learning success, while simultaneously integrating knowledge, attitudes, and skills into the assessment process (Sandrika et al., 2025).

The findings revealed that psychomotor assessment was implemented through direct practices such as ablution, prayer, and Qur’an recitation. In addition to performance observation, teachers employed varied assessment techniques, including creative projects, visual media, and video-based assignments to maintain authenticity and provide opportunities for student reflection (Kistoro et al., 2023). These variations indicate teachers’ efforts to adapt assessment to the characteristics of the material and the learning context (Handayanti et al., 2024).

Interviews and observations further demonstrated teachers’ ability to formulate clear performance indicators and employ analytic rubrics to evaluate worship skills more objectively. Empirical patterns point to two key factors influencing assessment quality: pedagogical content knowledge (PCK) and teachers’ spiritual competence (Rizqiyah, 2025). Teachers with strong PCK were able to align learning objectives, practical activities, and assessment criteria, thereby minimizing subjectivity (Yusoff et al., 2025). Meanwhile,

spiritual competence framed assessment beyond mechanical movements, fostering understanding of intention, etiquette, and the meaning of worship (Samad et al., 2023).

The contribution of this study lies in highlighting teachers' spiritual competence as a distinguishing dimension that directly shapes indicator formulation, rubric use, and feedback provision in psychomotor assessment. This finding enriches the literature on PAI assessment by demonstrating that assessment quality is determined not only by instruments and techniques, but also by teachers' spiritual orientation, which guides assessment practices holistically and meaningfully.

Planning of Psychomotor Assessment

Psychomotor assessment planning in senior high schools demonstrated alignment between curriculum, teaching modules, and learning outcomes, as reflected in planning documents and teachers' practices. Field findings showed that worship skill indicators were explicitly formulated in teaching modules, ensuring that assessment was not incidental but integrated from the planning stage. This pattern aligns with the principles of Outcome-Based Education (OBE), which emphasize measurable learning outcomes through clear performance indicators (Faisal et al., 2021).

The study also revealed adaptations in assessment planning during the pandemic, where teachers combined limited direct practice with media-based portfolios. This strategy enabled authentic evaluation of worship skills despite restricted face-to-face learning. Such findings reinforce the view that flexibility in assessment planning is crucial for sustaining psychomotor evaluation in dynamic learning contexts.

The integration of cognitive, affective, and psychomotor aspects in teachers' planning reflects consistency with integrative learning models such as *ulû al-'ilm*, which regard learning outcomes as cross-domain unity (Budiyanti et al., 2024). Furthermore, consistency between planning, implementation, and assessment results supports the Stake Countenance principle, where planning functions as a quality control instrument rather than mere administrative compliance (Ferdinan et al., 2025).

Assessment planning quality was also influenced by instrument development and teacher alignment. Findings showed that teachers utilized professional forums such as *Musyawarah Guru Mata Pelajaran* (MGMP) to agree on rubric formats and assessment strategies, thereby ensuring greater consistency. Additionally, planning that incorporated adaptive strategies such as practice simulations, repeated exercises with staged feedback, peer assessment, and self-assessment contributed to increased student engagement and confidence in demonstrating worship skills. This pattern is consistent with Gromer et al. (2025), who emphasized the role of formative assessment in strengthening student motivation and self-efficacy.

The contribution of this study lies in affirming that psychomotor assessment planning is not solely oriented toward instrument development but also toward designing adaptive strategies that consider students' psychological dimensions. Thus, assessment planning serves as a pedagogical foundation that supports worship skill attainment while simultaneously reinforcing motivation and self-efficacy in PAI learning.

Strategies and Techniques of Psychomotor Assessment Implementation

Psychomotor assessment in PAI learning at senior high schools was implemented in a structured manner using assessment tools such as observation checklists and rubrics as references during worship practice (Sabeni & Rasyidi, 2024). Field findings indicated that rubric use helped teachers maintain objectivity and ensure alignment between learning objectives and the skills being assessed.

Teachers also applied formative assessment strategies, including remedial guidance, staged practice, and the use of video recordings as reflective materials. Video debriefing was employed to help students review their skill performance against established criteria, thereby reducing anxiety and encouraging gradual improvement. This pattern is consistent with Wartinah et al. (2025), who highlighted the effectiveness of video debriefing in psychomotor assessment.

Consistency in assessment across teachers was reinforced through professional forums such as MGMP, which served to harmonize perceptions and rubric use. Peer assessment and self-assessment further provided opportunities for student reflection and supported the development of self-regulation. Nevertheless, the study also identified challenges, including limited teacher assessment literacy (Nirahua et al., 2025), technological readiness, and ethical sensitivity in evaluating worship practices (Thamrin et al., 2023).

The contribution of this study underscores the importance of adaptive strategies in psychomotor assessment for PAI, particularly through the use of video debriefing and self-assessment. Both approaches proved effective in strengthening student reflection, fostering self-regulation, and enhancing motivation for continuous practice. Thus, psychomotor assessment functions not only as a technical evaluation tool but also as a learning instrument that supports active engagement and the development of students' psychological readiness in worship practice.

Utilization of Psychomotor Assessment Results

The findings indicate that psychomotor assessment results in Islamic Education (PAI) were utilized by teachers as the basis for formative feedback, focusing on the accuracy of movements, sequence, recitation, and worship intention. Field data showed that teachers provided multimodal feedback through verbal explanations, repeated demonstrations, and the use of video practice examples. This approach helped students understand procedural errors more concretely and accelerated skill improvement.

Beyond feedback, assessment results were also used to adjust instructional strategies. When some students did not meet established standards, teachers designed follow-up activities in the form of remedial sessions through structured exercises, staged practice, and repeated guidance. This practice aligns with the principles of psychomotor learning, which emphasize the importance of repeated and gradual training to achieve skill mastery (Changiz et al., 2021). The use of video debriefing reviewed alongside rubrics further helped students connect actual performance with assessment criteria, making reflection more directed (Roşu et al., 2024).

Follow-up assessment was not limited to technical aspects but also addressed students' affective dimensions (Puspitasari et al., 2025). Supportive feedback contributed to increased confidence, reduced anxiety, and greater consistency in worship performance. The integration of motivational elements alongside technical correction proved effective in strengthening students' self-regulation. Moreover, the use of learning analytics enabled personalized training recommendations tailored to individual needs (Jensen et al., 2024).

The contribution of this study lies in affirming that psychomotor assessment results function as multimodal reflection tools and as the foundation for personalized learning. Through a combination of formative feedback, structured remedial activities, and affective support, psychomotor assessment strengthens worship skills while simultaneously fostering students' self-regulation in PAI learning.

Teacher Professional Development in Psychomotor Assessment

The findings emphasize that professional development of PAI teachers in psychomotor assessment is a continuous process requiring coherence between theory, practice, and policy (Ubadi et al., 2025). Applied training proved more effective than purely conceptual training, as teachers were able to directly internalize assessment skills into classroom practice. The integration of training outcomes into teaching documents and instructional routines demonstrated that professionalism extended beyond individual competence enhancement to ensuring consistency of assessment quality at the school level.

This finding aligns with literature highlighting the importance of professional learning communities (PLC) in maintaining assessment quality. Forums such as *Musyawarah Guru Mata Pelajaran* (MGMP), clinical coaching, and microteaching served as collaborative spaces to test rubric reliability, harmonize perceptions, and reduce scoring variation among teachers (Lam et al., 2024). Thus, professional development not only enhanced teachers' personal capacity but also strengthened a culture of fair and transparent assessment within schools.

Technology utilization emerged as a new dimension in teacher professional development (Herliani & Wahyudin, 2019). The use of e-rubrics enabled more efficient alignment of assessment practices, provided more personalized feedback, and supported structured reflection on teaching practices (Llerena-Espinoza et al., 2024). However, this technological integration must be balanced with strict ethical regulations to ensure equitable access and protect student data (Yunita et al., 2025).

The contribution of this study lies in emphasizing the integration of e-rubric technology and evidence-based collaborative forums as distinctive strategies in teacher professional development. The findings show that professional development not only enhances teacher competence but also ensures that psychomotor assessment functions as a consistent, objective, and meaningful instrument for fostering students' religious character.

CONCLUSION

This study demonstrates that the implementation of psychomotor assessment in Islamic Education learning at senior high schools encompasses teachers' understanding,

planning, implementation, utilization of results, and professional development. PAI teachers conceptualize psychomotor assessment as the evaluation of real skills related to worship practices and students' religious behavior. Assessment planning was systematically designed with reference to learning objectives and adapted to classroom contexts. In practice, assessment was conducted through direct observation, practical examinations, creative projects, and the use of instructional media and technology. Assessment results were used as the basis for learning reflection, remedial activities, and enrichment. Teacher professional development in psychomotor assessment was carried out through training, peer collaboration, and independent initiatives, supporting consistency of assessment practices in classrooms.

This study is limited by its focus on a single school and on teachers' perspectives, thus not fully capturing variations across different school contexts or the broader impact of assessment on students. Future research is recommended to involve more educational institutions, incorporate perspectives of students and parents, and employ mixed-method or quantitative approaches to broaden understanding of the effectiveness of psychomotor assessment in PAI learning.

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