

The Implementation of Affective Assessment in Islamic Religious Education at Elementary Schools: Between Concept, Practice, and Challenges

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Diserahkan: November 07, 2025; Direvisi: December 14, 2025; Diterima: December 18, 2025

Abstrak

Evaluasi pembelajaran pada ranah afektif memiliki peran penting dalam mendukung pembentukan karakter siswa sekolah dasar. Penelitian ini bertujuan mengeksplorasi implementasi asesmen afektif dalam pembelajaran Pendidikan Agama Islam (PAI) di salah satu SDN di Kota Bandung. Metode penelitian yang digunakan adalah kualitatif dengan desain studi kasus melalui wawancara, observasi, dan analisis dokumen. Data dianalisis melalui tahapan reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru memahami asesmen afektif sebagai penilaian terhadap sikap, keterlibatan, dan perilaku siswa, namun praktik dokumentasi masih terbatas dan lebih banyak dilakukan secara lisan. Perencanaan dan strategi asesmen bervariasi dengan menggabungkan teknik tradisional, keteladanan, serta rutinitas religius, tetapi penggunaan instrumen formal belum konsisten. Oleh karena itu, penelitian ini menawarkan rancangan sederhana instrumen asesmen afektif yang adaptif untuk sekolah dasar. Temuan ini menegaskan perlunya penguatan kapasitas guru, konsistensi penggunaan instrumen, serta dukungan kebijakan agar asesmen afektif dapat berfungsi optimal dalam pembinaan karakter siswa.

Kata kunci: Asesmen, Afektif, PAI, Evaluasi.

Abstract

The evaluation of learning in the affective domain plays a crucial role in supporting the character formation of elementary school students. This study aims to explore the implementation of affective assessment in Islamic Religious Education (IRE) learning at a public elementary school in Bandung. The research employed a qualitative approach with a case study design through interviews, observations, and document analysis. Data were analyzed through the stages of reduction, presentation, and conclusion drawing. The findings indicate that teachers understand affective assessment as an evaluation of students' attitudes, engagement, and behavior; however, documentation practices remain limited and are predominantly conducted orally. Planning and assessment strategies vary, combining traditional techniques, role modeling, and religious routines, yet the use of formal instruments has not been consistent. Therefore, this study proposes a simple and adaptive affective assessment instrument for elementary schools. These findings underscore the need to strengthen teacher capacity, ensure consistent use of instruments, and provide policy support so that affective assessment can function optimally in fostering students' character development.

Keywords: Assessment, Affective, Islamic Religious Education (IRE), Evaluation.

How to Cite: Indriani, Ananda., Anwar, Saepul., Budiyanti, Nurti. (2025). The Implementation of Affective Assessment in Islamic Religious Education at Elementary Schools: Between Concept, Practice, and Challenges . *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 12(3) 289-305. doi: <https://doi.org/10.21093/twt.v12i3.11904>



<https://doi.org/10.21093/twt.v12i3.1190>

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INTRODUCTION

Educational evaluation constitutes a crucial component of the learning process, both at the primary and secondary levels. In the context of Islamic Religious Education (IRE) in elementary schools, evaluation is not solely intended to measure students' cognitive competence, but also to assess affective development or attitudes reflected in daily life. Accordingly, the implementation of learning assessment, particularly within the affective domain, holds a pivotal role in supporting the goals of holistic education namely, the comprehensive development of students in terms of knowledge, skills, and attitudes (Muslim, 2021; Sholeh et al., 2024). Previous studies have demonstrated that comprehensive evaluation approaches can enhance learning experiences while simultaneously fostering students' character development (Rulyansah et al., 2022).

Regulations governing learning evaluation in Indonesia, such as Law No. 20 of 2003 on the National Education System and Ministry of Education and Culture Regulation No. 21 of 2022 on Educational Assessment Standards, emphasize the importance of assessments encompassing three primary domains: cognitive, affective, and psychomotor (Rahmah & Cahyadi, 2024). Learning evaluation serves not only to measure learning outcomes but also to motivate students, provide feedback, and form the basis for improving instructional processes (Laksono & Izzulka, 2022).

Within the affective domain, evaluation focuses on the cultivation of students' moral, religious, and character values. In IRE learning, this includes the assessment of attitudes and behaviors that reflect an understanding of Islamic teachings, such as piety, discipline, tolerance, and empathy (Hakkurahmy, 2023; Pajrin et al., 2019). The implementation of affective assessment must be conducted accurately and systematically, given its abstract nature and greater difficulty of measurement compared to the cognitive domain (Khotimah & Noor, 2024). Moreover, the use of interactive learning media has been shown to increase student motivation and engagement, which in turn supports the development of positive attitudes (Rulyansah et al., 2022; Wahyuliani et al., 2016).

This article aims to explore the implementation of affective assessment in IRE learning at the elementary level, analyze the effectiveness of assessment practices in accordance with established standards, and examine their contribution to students' character development. By situating empirical findings within the context of previous literature, this study seeks to address knowledge gaps regarding assessment techniques, implementation challenges, and strategies for strengthening affective assessment in primary education.

Over the past five years, several researchers have investigated affective assessment. Challenges in the implementation of authentic assessment in IRE at both elementary and secondary schools include the lack of practical assessment characteristics (Prihantoro, 2021). The application of Assessment Of, For, and As Learning in online IRE instruction revealed that assessment effectively enhances students' understanding (Subehi & Sriyanto, 2021). The implementation of the Merdeka Curriculum in IRE emphasized the importance of curricular flexibility to improve learning outcomes (Rifa'i et al., 2022). The role of IRE in shaping religious character and tolerance in elementary schools demonstrated the significant impact of religious education on students' character development (Nurdin & Toto, 2021). At the higher education level, literature has also found that character education models effectively foster students' moral integrity (Kasanah, 2025).

This study offers a distinct contribution by addressing three explicit gaps. Previous studies have not examined affective assessment within a comprehensive framework that integrates planning, implementation, and utilization in Islamic Religious Education (IRE). Earlier works such as (Pajrin et al., 2019; Prihantoro, 2021; Rifa'i et al., 2022) focused on character formation, authentic assessment barriers, or curriculum flexibility, but did not investigate the consistency between teachers' conceptual understanding, classroom practices,

and documentation. No prior research has proposed a context-adaptive affective assessment instrument for elementary-level IRE. This study fills these gaps by presenting a cross-analysis of teachers' practices and introducing an affective assessment instrument tailored to the needs of elementary schools.

Distinct from these studies, the present research specifically examines the implementation of affective assessment in IRE learning at the elementary level. The focus is not only on assessment practices but also on the integration of affective assessment into instructional activities. This study seeks to fill the gap by investigating assessment techniques that can be employed to evaluate students' attitudes and behaviors, while also exploring how assessment can function as a tool to measure and enhance affective development during the early stages of character formation. Thus, this research is expected to provide a more comprehensive understanding of affective assessment implementation in IRE learning and its contribution to strengthening elementary students' character development.

METHOD

This study employed a qualitative approach with an instrumental case study design (Sya'ban et al., 2025) to gain an in-depth understanding of the implementation of Islamic Religious Education (IRE) learning assessment, particularly within the affective domain at the elementary school level. The instrumental case study design was selected because it enables the researcher to focus on a specific case namely, the application of affective assessment in elementary schools thus providing a clearer depiction of the context, challenges, and practices involved.

The study was conducted over a four-month period at an A-accredited public elementary school (SDN) in Bandung, selected purposively based on institutional readiness, the implementation of affective assessment in Islamic Religious Education (PAI), and the availability of supporting documents. Two PAI teachers were designated as informants through purposive sampling (Sugiyono, 2013) because they were the primary implementers of affective assessment at the school, making them the most relevant sources for providing in-depth data. Data validity was maintained through source triangulation (teachers, observations, documents), methodological triangulation (interviews, observations, document analysis), and member checking. Thus, despite the limited number of informants, the depth of the data and the verification procedures ensured the credibility of the research findings.

Data analysis followed a qualitative analysis model comprising three main stages: data reduction, data display, and conclusion drawing with verification (Miles et al., 2014). The data reduction stage involved filtering and selecting relevant information from the collected data (Dewi & Sulaeman, 2020). Subsequently, data display was conducted by organizing the reduced information into a more structured and comprehensible form (Ridwan & Umarella, 2024). The final stage was conclusion drawing, in which the researcher interpreted the presented data to generate findings aligned with the study's objectives (Amalia & Sholeh, 2024). Verification was carried out to ensure the accuracy and consistency of the data, thereby enhancing the validity of the research results.

Data trustworthiness in this study, consistent with (Miles et al., 2014; Sugiyono, 2013), was maintained through several techniques. First, source triangulation was conducted by comparing information from PAI teachers, classroom observations, and instructional documents (teaching modules, rubrics, observation sheets, and attitude assessment reports). Second, methodological triangulation was carried out by combining in-depth interviews, observations, and document analysis to examine the consistency of findings related to the planning, implementation, and utilization of affective assessment results. Third, member checking was performed by asking teachers to review interview summaries and preliminary interpretations to ensure alignment with their actual practices. Fourth, an audit trail was

developed in the form of documented analytical processes, including transcripts, field notes, and the development of categories and themes. In addition, peer debriefing sessions with the academic supervisor were conducted to examine logical consistency and minimize researcher bias in drawing conclusions.

By following these analytical stages, this study is expected to provide a more comprehensive understanding of the practices and challenges of affective assessment in IRE learning at the elementary level, as well as its contribution to students' character development.

RESULTS AND DISCUSSION

Results

Elementary School IRE Teachers' Understanding of Affective Assessment

PAI teachers understand affective assessment as the evaluation of students' attitudes, engagement, and behavior during learning activities. They distinguish the affective domain from the cognitive and psychomotor domains, viewing affective assessment as a means of internalizing moral and spiritual values. PAI Teacher 2 emphasized that affective assessment is "assessment related to issues of attitude or behavior in PAI learning" (PAI Teacher 2, personal communication, 05 June 2025).

PAI Teacher 1 highlighted that knowledge does not automatically translate into behavior, noting that students may "know about honesty but not practice it," and that their attitudes toward learning "vary" (PAI Teacher 1, personal communication, 02 June 2025). The integration of affective assessment is evident when teachers link the content of Asmaul Husna to compassionate behavior. PAI Teacher 1 stated that affective assessment should be applied across all subjects, while PAI Teacher 2 described it as "integrated, inseparable, and very important" (PAI Teacher 2, personal communication, 05 June 2025).

In terms of documentation, the PAI teaching modules provide attitude-assessment instruments with clear behavioral rubrics, yet their implementation remains inconsistent. Assessment practices are still predominantly oral and situational, whereas the formal instruments in the modules are more comprehensive than what is applied in the classroom. Interviews, observations, and document analysis reveal a gap between teachers' conceptual understanding and the technical implementation of affective assessment.

Planning of Affective Assessment in IRE Learning at Elementary Schools

Planning affective assessment constitutes a fundamental basis for ensuring that Islamic values are meaningfully internalized within the learning process. This section discusses how elementary school IRE teachers design affective assessment and the challenges that arise in bridging formal documentation with classroom practice. By highlighting variations in approaches, the quality of instruments, and contextual implementation, this section underscores the need for systematic, standardized, and contextualized planning so that affective assessment truly functions as an instrument for shaping students' character.

Table 1. Planning of Affective Assessment

Aspect	IRE Teacher 1	IRE Teacher 2	Classroom Observation	Teaching Module & Instruments
Planning Stages	Not specifically designed, except during written tests.	Always included in lesson plans/modules.	Planning appeared spontaneous, e.g., linking material with simple stories.	Modules already include affective assessment in learning objectives, activities, and ATP.
Consideration Factors	Adjusted to students' daily lives, using contextual stories.	Focused on students' speech, attitudes, and behavior	Teachers linked material to students' real-life experiences (e.g., compassion, environmental care).	Modules list core values (honesty, discipline, care, responsibility) as the basis for assessment.
Guidelines/Standards	No written standards; assessment is more subjective.	Refers to akhlakul karimah character standards.	Teachers assessed attitudes orally without formal instruments.	Modules provide observation sheets and qualitative rubrics.
Contextual Adaptation	Adjusted to thematic curriculum and student characteristics.	Combined national curriculum with local culture.	Teachers linked material to religious routines and classroom culture.	Modules allow local adaptation, e.g., integrating cultural values into learning.
Success Indicators	Admitted limited understanding of formal indicators, but provided simple motivational criteria.	Clear indicators: language development, attitudes, respect among peers; emphasized repetition.	Indicators mostly conveyed orally, not documented.	Modules include measurable attitude indicators in rubrics.

Findings presented in Table 1 reveal a consistent gap between the formal documents—teaching modules, rubrics, and attitude-observation sheets—and classroom practices, which remain predominantly oral, situational, and poorly documented. Differences in teachers' approaches are evident in the contrasting statements of PAI Teacher 1, who noted, "It is not planned. Except perhaps when there is a written test" (PAI Teacher 1, personal communication, 02 June 2025), and PAI Teacher 2, who asserted, "Every lesson includes affective assessment, so it is already structured" (PAI Teacher 2, personal communication, 05 June 2025). These

variations reflect differences in planning capacity, understanding of standards, and documentation culture. At the implementation level, rubrics and observation sheets hold substantial potential, yet their inconsistent use indicates that affective assessment is “good but not yet optimal.” Factors such as variations in student discipline, limited facilities, uneven institutional support, and teachers’ attitudes toward ICT also influence the quality of assessment documentation.

Interviews, observations, and document analysis further reveal a gap between formal documentation and classroom practice. Although the teaching modules provide complete assessment instruments, their implementation is inconsistent. Observations show that teachers more frequently assess attitudes orally without referring to the available rubrics or observation sheets. This indicates that teachers’ understanding of affective assessment has not yet been fully translated into systematic assessment procedures.

The interview, observation, and document data also show that success indicators are often communicated orally and remain undocumented, even though the teaching modules provide measurable attitude indicators. Observations reveal that teachers rarely refer to the available rubrics or observation sheets. This further indicates that teachers’ conceptual understanding of affective assessment has not yet been fully translated into systematic and well-documented assessment procedures.

Strategies and Techniques of Affective Assessment in IRE Learning

Strategies and techniques of affective assessment are central to efforts in shaping students’ character within Islamic Religious Education (IRE) at the elementary school level. This section examines the diverse approaches employed by teachers, both traditional and contextual, as well as the challenges of consistently documenting assessment practices. By highlighting the role of teacher modeling, the use of technology, and the importance of calibrated instruments, this section opens space for reflection on how affective assessment can be designed and implemented in a more systematic, fair, and meaningful manner.

Table 2. Strategies and Techniques of Affective Assessment

Aspect	IRE Teacher 1	IRE Teacher 2	Classroom Observation	Teaching Module & Instruments
Type of Technique	Lectures, written tests, teacher modeling as the main instrument.	Oral tests, direct observation, simple rubrics (agree-disagree), reflection journals.	Teachers used discussion, Q&A, and behavioral examples (Grades 1B and 6A).	Modules provide attitude observation sheets, qualitative rubrics, and teacher journals.

Classroom Implementation	Emphasized modeling: "It is the example that must be shown" (Interview, June 2, 2025).	Used simple rubrics with scores 3–2–1 (Interview, June 5, 2025).	Grade 1B: students wrote the meaning of Ar-Rahman and examples of compassionate behavior. Grade 6A: discussion on environmental care after watching a video. Grade 4B: lesson on faith in the Prophet delivered orally, modeling not explored.	Modules emphasize activity-based assessment (discussion, reflection, behavioral observation).
Use of Technology	Limited to Grade VI.	Occasionally used devices for upper-grade students, results fairly satisfactory.	Grade 6A: use of mobile phones became a distraction for some students.	Modules do not emphasize technology, focusing instead on direct observation and rubrics.
Objectivity & Fairness	Assessed students holistically, not only cognitively: "We must also look at their daily lives" (Interview, June 2, 2025).	Simple rubrics helped measure honesty without coercion.	Assessment was mostly oral and spontaneous, not systematically documented.	Modules provide clear behavioral indicators (honesty, discipline, care, responsibility) to maintain objectivity.

Assessment Criteria :

- Process assessment: in the form of notes/descriptions of work during group discussions.
- Final Assessment: Score 10-100

1. Attitude Assessment :

No	Description	Very Often	Often	Rarely	Never
1	I believe that the end of the world will definitely happen.				
2	I believe that everything is created by Allah and will return to Allah.				
3	I believe the day of resurrection will happen.				
4	I believe all deeds will be counted on the last day.				
5	I believe in the existence of heaven and hell as a reward for human actions in the world.				

Example of observation format:

No	Date	Student Name	Situation	Information

Figure 1. Affective Assessment of IRE Teacher 1

F. ASSESSMENT / EVALUATION					
1) Assessment of spiritual attitudes is carried out using observation assessment techniques with journal assessment instruments as follows.					
No.	Date	Student Name	Behavior Notes	Attitude Point	Follow Up
1	10-02-2025	Abdullah Sholih			
2		Adila Shalsabila			
3		dst			
2) Social attitude assessment is carried out using observation assessment techniques with journal assessment instruments as follows.					
No.	Date	Student Name	Behavior Notes	Attitude Point	Follow Up
1		Abdullah Sholih			
2		Adila Shalsabila			
3		dst			

Figure 2. Affective Assessment of IRE Teacher 2

Findings in Table 2 show that teachers employ a combination of traditional techniques such as lectures, written tests, and direct observation and contextual approaches, including discussions, teacher modeling, and religious routines, in conducting affective assessment. However, formal documentation through rubrics and observation sheets is not consistently used. The limited evidence of rubric implementation indicates that the available instruments have not been fully utilized in classroom practice.

Teachers' perspectives demonstrate support for using observation sheets and rubrics to monitor character development. PAI Teacher 1 emphasized the importance of modeling, stating, "If now we only tell students what to do, it is pointless. What must be shown is the example" (PAI Teacher 1, personal communication, 02 June 2025). PAI Teacher 2 added other techniques such as oral tests, direct observation, and a simple rubric based on attitude choices: "There are options for agree, neutral, and disagree, with weights of 3, 2, and 1" (PAI Teacher 2, personal communication, 05 June 2025).

Another finding indicates that the use of technology such as videos and mobile devices enhances student enthusiasm, as noted by PAI Teacher 2: "Without realizing it, they enjoy it ... they are very enthusiastic" (PAI Teacher 2, personal communication, 05 June 2025). However, technology also introduces distractions that interfere with the assessment of attitudes. Classroom observations show that assessment occurs largely implicitly through student interactions and responses, while rubrics and observation sheets are not used consistently. As a result, assessment relies heavily on teachers' perceptions and remains insufficiently documented.

These findings indicate that although both teachers understand the importance of affective assessment, their assessment practices remain spontaneous and oral, producing no traceable evidence. Classroom observations reinforce that assessment occurs implicitly rather than through the formal instruments provided in the teaching modules. The misalignment between documentation and practice suggests that teachers do not yet have standardized assessment procedures. The available rubrics and observation sheets are not used consistently, causing assessments to depend on teachers' momentary judgments. This condition reduces the reliability and traceability of affective assessment. Furthermore, the use of technology remains limited and has not been directed toward supporting assessment documentation.

Utilization of Affective Assessment Results in IRE Learning

The findings indicate that PAI teachers use the results of affective assessment to monitor students' attitude development, group students based on their needs, provide feedback

to students and parents, and follow up through guidance and motivation. PAI Teacher 1 emphasized that assessment results are used to track changes in students' attitudes over time: "After being monitored, it is also reviewed for the next assessment to see whether it has improved or not" (PAI Teacher 1, personal communication, 02 June 2025). However, the use of assessment results remains predominantly oral and is not formally documented through rubrics, observation sheets, or teacher journals.

Another finding shows that reflective journals and peer assessment have strong potential to enrich affective data, yet they have not been integrated into classroom practice. Teachers rely largely on direct observation and spontaneous interactions, resulting in situational data. In fact, reflective journals and peer feedback could provide richer learning traces that can be used to support character development.

PAI teachers also use assessment results to provide motivation and guidance. PAI Teacher 1 stated that students with high achievement still need "to be motivated so they continue to grow," while students with lower achievement require "immediate, individualized guidance" (PAI Teacher 2, personal communication, 05 June 2025). PAI Teacher 2 added that assessment results are used to make a "diagnosis" and determine an appropriate "affective therapy" based on students' needs (PAI Teacher 2, personal communication, 05 June 2025). However, these follow-up actions have not yet been documented in a systematic development plan.

Professional Development of Elementary School IRE Teachers

The findings indicate that the professional development of PAI teachers occurs through three main pathways: formal training, self-directed learning, and institutional collaboration. PAI Teacher 2 emphasized that training outcomes can be directly applied in the classroom and highlighted the importance of pedagogical competence: "We should not appear to carry things out superficially, while our professionalism is truly demanded for the developmental needs of our students" (PAI Teacher 2, personal communication, 05 June 2025). PAI Teacher 1 also underscored the importance of continuous self-learning and modeling: "We must keep learning, and we must also set a good example for the children" (PAI Teacher 1, personal communication, 02 June 2025).

At the policy level, teachers make use of programs such as PPG, classroom action research, and MGMP forums for practice reflection and resource sharing. Teachers' experiences show that peer collaboration and school leadership support play an important role in sustaining innovations in affective assessment. However, systemic constraints such as limited time, workload demands, and high teacher-student ratios continue to affect the effectiveness of professional development.

Interview, observation, and document data further show that professional development has not yet been directed toward strengthening the procedural validity of affective assessment. There is no mechanism for inter-rater moderation, no standardized behavioral exemplars, and no calibrated instruments. This gap leads to variations in how teachers assess students' attitudes, despite their relatively similar conceptual understanding. To bridge this gap, the researcher designed an adaptive affective assessment instrument (Figure 3) that can be integrated into the teaching modules.

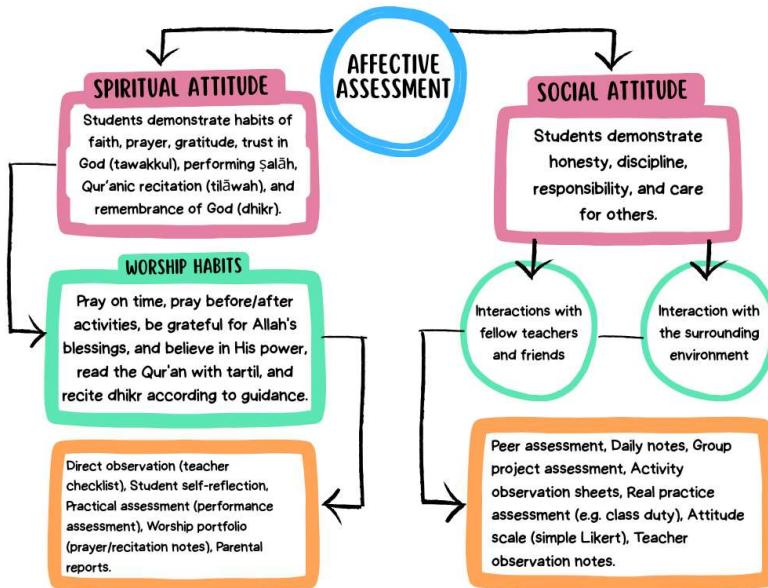


Figure 3. Design of Affective Assessment Instrument

Thus, findings from interviews, observations, and document analysis show that professional development has not yet been directed toward strengthening the procedural validity of affective assessment. There is no mechanism for inter-rater moderation, no standardized behavioral exemplars, and the available instruments have not been calibrated. These conditions lead to variations in how teachers assess students' attitudes, despite their relatively similar conceptual understanding. This gap indicates that professional development needs to be oriented toward technical and procedural aspects, rather than solely toward theoretical understanding.

Discussion

Elementary School IRE Teachers' Understanding of Affective Assessment

These findings indicate that PAI teachers' understanding of affective assessment aligns with the literature, particularly regarding the role of the affective domain in character formation. The awareness that cognitive knowledge does not automatically translate into actual behavior is consistent with the view that moral development requires habituation and teacher modelling (Marjani & Shamsudin, 2024). Teachers' statements about variations in students' attitudes further reinforce the urgency of affective assessment in PAI instruction. The integration of affective assessment with PAI learning objectives reflects the principle of wasatiyyah, which emphasizes balance and social harmony (Syahidin et al., 2023). However, the low participation of quiet students highlights the need for more inclusive pedagogical strategies. The literature offers models such as Guided Inquiry Learning (Suyitno et al., 2025), Problem-Based Learning (Amirudin et al., 2025), and literacy-based Cooperative Learning (Karman et al., 2024) to enhance the engagement of passive learners.

The gap between conceptual understanding and documentation practices is consistent with international findings showing that affective assessment is often conceptually strong but weak in record-keeping (Potgieter et al., 2025). Best practices include the use of standardized behavioral rubrics, data triangulation through observations and student reflections, and the use of religious routines as formative assessment (Gulikers et al., 2009). Thus, strengthening teacher capacity and developing valid and reliable affective assessment instruments are essential steps toward reinforcing affective assessment within the context of PAI at the elementary school level.

Planning of Affective Assessment in IRE Learning at Elementary Schools

The gap between formal documents and classroom practice underscores the importance of constructive alignment, namely the coherence between learning objectives, instructional activities, and assessment so that affective indicators become valid evidence of learning (Spangenberg, 2025). Studies show that the implementation of affective assessment is often “good but not yet optimal” (Landowska & Miler, 2016). In the context of PAI, Qur’anic compassion, habituation, teacher modeling, and the integration of Islamic values support the internalization of honesty, responsibility, and care (Badri & Malik, 2024; Ferdinan et al., 2025). However, variations in student discipline and motivation, limited facilities, uneven institutional support, and attitudes toward the use of ICT hinder the consistency of instrument application and the quality of assessment documentation (Yusuf, 2022).

Differences in teachers’ interpretations of standards from “not written” to references to akhlakul karimah highlight the need for clear, concise, and operational guidelines integrated into teaching modules. The Assessment Design Decisions framework provides practical guidance for considering goals, context, tasks, interactions, feedback, and learning outcomes when designing affective assessments (Jaam et al., 2021). Local cultural adaptation is a strength, yet it requires explicit articulation of behavioral indicators and documentation procedures so that prophetic values can be observed concretely (Pan et al., 2024).

The affective-domain literature emphasizes indicators such as academic emotions, self-efficacy, engagement, and learning-related values as markers of academic adaptation (Campos et al., 2025). In the PAI context, prophetic exemplars and noble character need to be formulated as behavioral indicators that are specific, contextual, and measurable for example, prophetic-text-based politeness, environmental care as an expression of rahmatan lil ‘alamin, and social responsibility in the school setting. These indicators must be communicated explicitly and repeatedly to students (Fathoni et al., 2024; Prayitno et al., 2022). Valid instruments such as attitude surveys, behavioral rubrics, short reflective notes, or state scales can clarify success criteria (Pfister et al., 2025), while school context and student characteristics must be taken into account (Pösse et al., 2025).

Overall, the findings affirm that the strengths of teachers’ practice lie in contextualizing content and integrating local culture, yet the main challenges concern the consistent use of formal instruments, clarity of standards, and communicative documentation of indicators. Practical implications include the application of constructive alignment, continuous training in assessment design and rubric use, the integration of prophetic values with observable indicators, and the implementation of light but documented formative cycles such as checklists, anecdotal records, or short reflection sheets to enhance reliability without increasing teachers’ workload (AlAli & Al-Barakat, 2025; Martin et al., 2022).

Strategies and Techniques of Affective Assessment in IRE Learning

The combination of traditional and contextual techniques demonstrates that teachers understand the importance of varied strategies in affective assessment; however, inconsistent documentation highlights the need for valid, reliable, and practical instruments (Budiyanti et al., 2024). The literature supports the use of observation sheets and rubrics as tools for monitoring character development (Sukenti et al., 2024), while teacher affective support has been shown to correlate positively with student engagement and self-efficacy (Guo et al., 2025). This indicates that instruments capturing affective dimensions need to be integrated more systematically.

Teachers’ emphasis on modeling aligns with literature that positions educators’ affective roles emotional awareness, connection, and disposition as key components of character formation (Wasehudin et al., 2024). However, for modeling to be auditable as assessment evidence, it must be transformed into documented artifacts such as incident notes,

student reflections, or attitude portfolios. The use of exemplars and rubrics can also enhance clarity of expectations and consistency in interpreting criteria (Johnson et al., 2025).

The use of technology shows potential for increasing motivation but also introduces distractions when not properly managed. The literature emphasizes that technology is effective when integrated into formative strategies with clear usage guidelines (Herwin et al., 2022; Sagarika et al., 2021). In Islamic educational settings, classroom-based assessment that incorporates behavior and attitudes strengthens the legitimacy of using teacher journals, attitude portfolios, and indicator-based observation notes (Manggo & Ismaniati, 2018). Overall, strengthening affective assessment requires consistent use of instruments, transforming modeling into documented evidence, and the purposeful use of technology to support formative assessment.

Utilization of Affective Assessment Results in IRE Learning

The predominantly oral use of affective assessment results indicates that formal instruments have not been used consistently, even though the integration of rubrics and observation sheets forms the foundation of longitudinal analysis that enables teachers to identify patterns of attitude development and design appropriate instructional differentiation (Bi et al., 2024). Reflective journals, including digital formats, have been shown to enhance self-regulation and provide learning traces that teachers can act upon (Kadyrova et al., 2025). Peer assessment with structured feedback formats also strengthens evaluative skills and critical collaboration (Al-khresheh et al., 2025).

Feedback communication mechanisms need to be strengthened through affectively attuned message design and multimodal documentation. Feedback strategies that attend to emotions and relationships increase student connectedness and reduce defensiveness (Jin et al., 2025). Multimodal feedback such as voice recordings or short video messages helps students grasp the relational intent of the feedback (Henderson & Phillips, 2015). Digital platforms for structured reflection also enhance metacognition and provide real-time data accessible to teachers and parents (Kadyrova et al., 2025), although technology integration must consider students' cognitive load (Ibrahim et al., 2025).

Follow-up actions, such as motivating high-achieving students and providing rapid guidance for lower-achieving students, require formalization within data-informed development plans to ensure measurable and sustainable impact. Reflective teacher communities and professional journals can enrich teachers' capacity to design interventions (Pieper et al., 2021). Character development linked to meaningful social projects and cross-level affective education frameworks strengthens the consistency of value messages between school and family (Alafnan, 2025). Thus, affective assessment can function as the backbone of pedagogical decision-making and sustainable character formation.

Professional Development of Elementary School IRE Teachers

The findings on the three pathways of professional development align with the literature, which emphasizes that the effectiveness of training is determined by the quality of strategies such as modeling, guided practice, and performance feedback rather than by its duration (Slingerland et al., 2024). Strengthening self-efficacy through the lens of social cognitive theory also enhances teachers' readiness to integrate affective assessment into daily practice (Ryan & Hendry, 2023). The self-directed learning emphasized by PAI Teacher 1 is consistent with the values of wasatiyyah, which promote moderation, tolerance, and respect for diversity (Syahidin et al., 2023).

At the policy level, programs such as PPG and classroom action research demonstrate a professional development orientation that positions assessment as a pillar of 21st-century teacher readiness (Mulyana et al., 2023; Sanusi et al., 2025). MGMP forums reinforce the perspective of "teachers as agents of change" through practice reflection and resource sharing

(Venketsamy & Hu, 2024). Teacher affective support has been shown to correlate positively with learning enjoyment, academic efficacy, and student engagement (Wu & Cai, 2025), indicating that professional development must strengthen teachers' capacity to build healthy affective relationships. At the school-organizational level, holistic approaches involving cross-staff communication, resource-sharing strategies, and coherent policies have proven more effective in promoting comprehensive implementation of affective practices (Herlitz & Bonell, 2025; Hudson et al., 2020; Lane et al., 2025). However, systemic barriers such as limited resources, high teacher-student ratios, workload demands, and time constraints continue to affect Assessment for Learning (AfL) practices, including those in the affective domain (Salani et al., 2025).

The gap between conceptual understanding and procedural validity in assessment underscores the need for moderation mechanisms, standardized behavioral exemplars, and calibrated instruments. The adaptive instrument presented in Figure 3 was designed to reduce the gap between curriculum planning and classroom practice while strengthening the accountability of affective evaluation. The literature affirms that effective formative assessment requires clear instruments, operational strategies, and sustained mentoring (Ngamba & Lumadi, 2025; Slingerland et al., 2024). Digital resource support also helps teachers manage affective dimensions efficiently when workload is high (Win et al., 2025). Thus, structured, collaborative, and moderately Islamic value-based professional development has the potential to enhance the consistency of affective assessment in elementary schools.

CONCLUSION AND SUGGESTIONS

This study shows that affective assessment in PAI instruction at the elementary level is grounded in a solid conceptual understanding, yet its classroom implementation remains inconsistent. Teachers assess students' attitudes, engagement, and behavior primarily through oral means, while formal documentation is still limited. Assessment planning ranges from spontaneous practices to those integrated into teaching modules, and the strategies employed combine traditional techniques, teacher modeling, and religious routines. Although assessment results are used for feedback and guidance, they are not yet documented systematically. This study strengthens the understanding of affective assessment by revealing the misalignment between teachers' conceptual knowledge, classroom practices, and formal documentation within the context of Islamic Religious Education. Practically, the affective assessment instrument developed in this study provides a tool that can help teachers document students' attitude development more systematically and consistently, thereby reducing the gap between assessment planning and implementation.

From a policy perspective, the study highlights the need for more targeted professional development through practice-based training, inter-rater moderation, and continuous mentoring to ensure that affective assessment is implemented consistently and aligned with the curriculum. The findings also underscore the importance of institutional support to ensure that affective assessment can be carried out sustainably and in a standardized manner. Therefore, PAI teachers are encouraged to strengthen assessment documentation by utilizing the available instruments and integrating them into daily instruction. Schools should provide institutional support through training, supervision, and collaborative forums such as MGMP, while policymakers must ensure the continuity of affective assessment training programs. Additionally, the use of low-burden digital tools may be considered to enhance the efficiency and traceability of assessment without increasing teachers' workload.

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