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AFFECTIVE EVALUATION MODEL FOR ISLAMIC RELIGIOUS EDUCATION: DEVELOPMENT AND APPLICATION IN MADRASAH ALIYAH AND PONDOK PESANTREN

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Abstract: The objective of this research is to develop an evaluation model for the affective aspect of Islamic Religious Education (IRE) in Madrasah Aliyah and Pondok Pesantren. This is a developmental research project that employs a mixed-methods approach (quantitative and qualitative), comprising three phases: pre-development, development, and dissemination. The model comprises two components: a guide for the evaluation model and the evaluation instruments, which consist of questionnaires, observation sheets and self-evaluation questionnaires. The validity of the evaluation instruments was determined through the application of expert judgement, while reliability was assessed using Cronbach's alpha. The construct validity of the instruments, including the questionnaires and observation sheets, was determined through the application of Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The findings revealed that the IRE affective evaluation model (AEIRE) is constituted of three principal components. The instruments demonstrated a satisfactory fit with the Input, Process, and Output components. The model was deemed to be effective for use in Madrasah Aliyah and Pondok Pesantren, and the guide for its application was well received by IRE teachers.

Keywords: Affective Aspect, Evaluation Model, Islamic Religious Education.

Introduction

The advent of the information age and the phenomenon of globalisation have had a profound impact on the pace of social change. A transitional situation gives rise to changes in the formulation of social values and norms, as well as in the formation of the social structure. Primordial ties become increasingly fragile in the face of changing circumstances. Some communities even experience a sense of disorientation and disillusionment, which can potentially lead to a sense of moral decline.[1] The value systems that they once held dear become increasingly unclear.[2] The aforementioned description illustrates the crucial role that Islamic Religious Education (henceforth, IRE) plays as a source of value reference, particularly in light of the observed decline in the value of IRE among school-age children.

Abdurrahman posits that children's religious maturity is contingent upon their cognitive mastery of their religion.[3] Evaluations are conducted in a highly structured manner, with results expressed as numerical symbols. This suggests that the current religious education paradigm is more aligned with the school system than with the formation of a learning community within the family and social contexts.

This condition requires a more comprehensive approach to religious education (RE) that should emphasise not only the cognitive aspect of the mastery of religion but also the affective and religious practices aspects. A religious education that instils values should be implemented not only by presenting Islamic Religious Education materials to children but also by involving the habituation process made by the school through a series of activities that may form children's religious attitudes. Zamroni states that to achieve this goal, cooperation among various parties in the form of a hidden curriculum designed by the school is necessary.[4]

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[1] E. Durkheim, *The Division of Labor in Society* (New York: The Free Press, 1893).

[2] Mohamad Ali and Ma'arif Jamuin, "Gagasan Moeslim Abdurrahman Tentang Pendidikan Islam Transformatif Moeslim Abdurrahman's Ideas About Transformative Islamic Education," *Jurnal SMART (Studi Masyarakat, Religi, dan Tradisi)* 3, no. 2 (December 29, 2017): 169–80, https://doi.org/10.18784/smart.v3i2.487.

[3] Moeslim Abdurrahman, *Islam Transformatif* (Jakarta: Pustaka Firdaus, 1995).

[4] Zamroni Zamroni, *Dinamika Peningkatan Mutu* (Yogyakarta: Gavin Kalam Utama, 2011).

This research is based on the phenomenon and is expected to be the starting point for studying the implementation of IRE in madrasahs (schools where people go to learn about the religion of Islam) and Pondok pesantren (Islamic Boarding Schools in Indonesia). The results of the implementation are less satisfactory when viewed from the perspective of the current young generation, and thus this research will address this issue. This leads to the question of what is wrong with the implementation of IRE in the aforementioned institutions, and how this may contribute to the challenges faced by the younger generation.

The implementation of character education in Indonesia is a pressing necessity,[5] given the prevalence of recent fights among students and other forms of juvenile delinquency, particularly in major urban centres. Additionally, instances of bullying, the domination of seniors over juniors, the presence of brutal football supporters, narcotics and drug misuse, and other related issues have become increasingly common within the community. Furthermore, it is concerning that the majority of initiatives aimed at instilling sincerity and ethical values in children through sincerity canteens in schools have not achieved the desired outcomes. Additionally, the National Narcotics Board has estimated that approximately 3.6 million individuals in Indonesia are addicted to narcotics.[6]

This research may be considered an initial investigation into the evaluation of IRE implementation in madrasas and pondok pesantren. IRE has a significant responsibility to instill character education in children. This research is conducted in these institutions, as they represent existing formal educational institutions.

Aman conducted a study, entitled "Developing an Evaluation Model of History Learning in Senior High School," which was designed to establish an evaluation model of history learning. The objective was to generate accurate and beneficial information for

[5] Dandy Sobron Muhyiddin et al., "The Relevance of The Character Education Development Model in Islamic Boarding Schools," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 3 (October 3, 2022): 1129–45, https://doi.org/10.31538/nzh.v5i3.2479.

[6] Syamsu A. Kamaruddin, "Character Education and Students Social Behavior," *Journal of Education and Learning (EduLearn)* 6, no. 4 (September 17, 2012): 223–30, https://doi.org/10.11591/edulearn.v6i4.166.

headmasters and teachers, as well as to facilitate the implementation of history learning programs in senior high schools.[7]

The objective of Widoyoko's study was to develop an evaluation model of a comprehensive social science learning programme. The model was designed to provide social science teachers and headmasters with information on content, coverage and presentation, with the aim of optimising the benefits of the social science learning programme in junior high school.[8]

Kartowagiran and Maddini developed an evaluation model of Islamic Religious Learning with the objective of determining the evaluation model of Islamic Religious Learning in Junior High Schools and its effects on students' attitudes. Additionally, the model was tested for its feasibility in terms of its fit and significance to various research variables.[9]

This research differs from previous studies in that it aims to develop an evaluation model of the affective dimension of IRE in madrasahs and Pondok Pesantren. It will cover the implementation of IRE in madrasahs and Pondok Pesantren in Kediri regency and city. The objective is to develop an evaluation model of the affective aspects in IRE learning in madrasahs and Pondok pesantren that will provide accurate and comprehensive information regarding content coverage and presentation, as well as optimal benefits for the IRE programme and the effectiveness of the evaluation model of the affective aspects in the developed IRE learning.

The Kediri area was selected as the research site due to its reputation as a hub for Santries (students at Muslim Schools or Pondok pesantren). A significant number of Santries reside in this area. Furthermore, the schools and madrassas in this area serve as the primary educational institutions for students from the surrounding regions, including Kediri, Nganjuk, Blitar, Tulungagung, and

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[7] Aman Aman, "Pengembangan Model Evaluasi Program Pembelajaran Sejarah di SMA," *Jurnal Penelitian dan Evaluasi Pendidikan* 16, no. 2 (2012): 437–56, https://doi.org/10.21831/pep.v16i2.1126.

[8] Sugeng Eko Putro Widoyoko, "Pengembangan Model Evaluasi Kualitas dan Output Pembelajaran IPS di SMP," *Jurnal Penelitian Dan Evaluasi Pendidikan* 11, no. 1 (2008), https://doi.org/10.21831/pep.v11i1.1417.

[9] Badrun Kartowagiran and Harsul Maddini, "Evaluation Model for Islamic Education Learning in Junior High School and Its Significance to Students' Behaviours," *American Journal of Educational Research* 3, no. 8 (July 16, 2015): 990–95, https://doi.org/10.12691/education-3-8-7.

Trenggalek. Furthermore, Kediri city is undergoing a process of urbanisation, which will undoubtedly give rise to shifts in the attitudes of its younger residents.

This research and development project is designed to create an evaluation model of the affective aspects of the IRE in madrasah aliyah and pondok pesantren. The model will be developed using the aforementioned approach, with the aim of producing a product that can be used to assess the affective aspects of IRE in madrasah aliyah and pondok pesantren.

The present research employs a spiral model of development, as recommended by Cennamo and Kalk. This model encompasses five stages: product definition, design, demonstration, development, and delivery.[10]

The model above has been adapted to align with Provus's gap model evaluation, which focuses on input, process, and output. This adaptation has led to the identification of the stages of this research and development project, which include preliminary investigation, determination of the direction, and development design. Following this, a demonstration, implementation of the design trial, evaluation, and revision, development, and delivery are to be conducted.[11]

The stages of development may be mapped into three principal phases: pre-development, development, and application of the model. The preliminary investigation stage of the affective aspect evaluation model in IRE entailed a comprehensive examination of existing theories, literature, and research findings, coupled with an in-depth analysis of field observations. The model development stage comprised the activities of determining and designing the evaluation model of the affective aspect, as well as presenting the model. The stage of the application of the affective aspect evaluation model in IRE included activities of trial, evaluation and revision, validation, and presentation of the product.

The subjects or respondents involved in this present research were students from three different educational institutions: MAN 3 Kediri City, MAN 2 Kediri City, and Santries in Pondok Modern Gontor 3, Sumber Cangkring Gurah, Kediri. Additionally, the

[10] K. Cennamo and D. Kalk, *Real World Instructional Design* (Canada: Thompson Learning, Inc., 2005).

[11] Malcolm M. Provus, "The Discrepancy Evaluation Model: An Approach to Local Program Improvement and Development" (Pittsburgh: Pittsburgh Public Schools, 1969), https://eric.ed.gov/?id=ED030957.

research included teachers from IRE in MAN 3 and MAN 2, as well as Santries in Pondok Modern Gontor 5, Kandangan, Kediri. Gontor Putri 5 Kandangan Kediri, teachers of IRE in MAN 3, MAN 2, Pondok Gontor 3, and Pondok Gontor Putri 5 in Kediri regency, East Java province. The subject sample for the trial was selected based on the characteristics and the number of subjects, with the intention of ensuring a gradual diversification in terms of both characteristics and numbers. The initial subjects were chosen from the lowest to the highest, with subsequent stages involving a similar process of gradual diversification. MAN 2 and MAN 3 were selected as representative of madrasah aliyah, while Pondok Gontor 3 and Gontor Puteri 5 were selected as representative of pondok pesantren.

In order to obtain the requisite data, a number of techniques were employed for the collection of data, namely: focus group discussion, questionnaires, observations, and documentation. In the present research, three types of instrument were employed. The first of these was used to obtain data on the fit of the model, including the accuracy of the procedure, coverage of the content of the instrument, readability and practicality of the instrument, and the effectiveness of the model. The second instrument was used to obtain data on the accuracy of the guide. The third instrument was used to obtain data on input, process and output variables.

a. To obtain data on the model fit, questionnaires were distributed to the students and teachers of IRE.
b. To obtain data on the accuracy of the evaluation guide of the affective aspect in IRE learning, questionnaires were distributed to the teachers of IRE.
c. To obtain data from the input, process, and output variables, the following instruments were used:

1) Evaluation of input covering (a) learning facilities, (b) teachers' qualifications, and (c) teachers' competence was made using questionnaires
2) Evaluation of the process covering (a) learning plans, and (b) the learning process in the classrooms was made using documents and observation sheets, respectively.
3) Evaluation of outputs covering four affective aspects namely discipline, responsibility, respect, and obedience in praying to God was made attitude inventories filled in by the students and teachers of IRE.

The present research employed descriptive qualitative and quantitative techniques for data analysis. Descriptive quantitative analysis was used to evaluate the validity and measurement model, while descriptive qualitative analysis was used to assess the procedures of evaluation and the evaluation guide developed.

The objective of the quantitative data analysis was to ascertain the validity of the instruments employed for the collection of data. To ascertain the validity of the instruments, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted with the assistance of the SPSS program and Lisrel 8.51. CFA is employed to demonstrate the validity of the measurement model. The validity of the instrument is determined based on λ. If the values of λ are ≥0.3, the instrument item is deemed valid for measuring the construct.[12] In the event of an unsatisfactory result, the instrument should be revised and retested.

Additionally, Lisrel is employed to assess the suitability of a proposed model, whether in the context of measurement or evaluation. A model is deemed to be an adequate representation of reality if the theoretical and conceptual aspects of the model are supported by empirical data. The fit of the hypothetical model of the evaluation of the affective aspect in IRE was tested using empirical data, with the indicators P-value > 0.05, RMSEA < 0.08, GFI > 0.9, and AGFI > 0.9.[13]

A descriptive-qualitative data analysis was conducted to examine the data from the validation results provided by experts, users (teachers of IRE), and practitioners who offered feedback to enhance the evaluation procedures and instruments. The analysis encompassed the construct of the evaluation model, the comprehensiveness of the model tool, the readability and functionality of the instruments, and an assessment of the efficacy of the evaluation model.

Model Pre-Development of AEIRE

At this juncture, data pertaining to the implementation of the affective aspect evaluation in IRE in madrasah aliyah and pondok

[12] MS Solimun, *Structural Equation Modelling (SEM) Lisrel Dan Amos* (Malang: Universitas Brawijaya, 2002).
[13] Imam Ghazali, *Teori, Konsep Dan Aplikasi Dengan Program Lisrel* (Semarang: Badan Penerbit Universitas Diponegoro, 2014).

pesantren were collated. The data were collected through direct observation in two madrasah aliyah and two pondok pesantren, through the identification of relevant previous research results, and through the study of various concepts and theories related to the evaluation of affective aspects in IRE. Furthermore, the product's scope, the extent of its usage, and the supporting conditions will be examined. Additionally, the product's strengths and weaknesses will be identified. These activities serve as a needs analysis, forming the basis for developing an effective evaluation model of the affective aspect for IRE.

Developing Conceptual Model of AEIRE

At this juncture, the direction in developing the evaluation model of the affective aspect in IRE, based on the necessity in the field and the scope, was established. The steps undertaken during this phase included the following: the product/evaluation model of the affective aspect in IRE was defined, the development model design was created, and the model was presented. Prior to undertaking these steps, the objective of the evaluation of the affective model, the construct, and the limitations of the aspects to be evaluated were determined.

The objective of the present research is to evaluate the affective aspect of students in Madrasah Aliyah and Pondok Pesantren as a result of the IRE educational process. This evaluation will cover the following subjects: *Aqidah*, *Akhlaq* (character), Al-Qur'an Hadith, *Fiqih* and the history of Islamic culture. The affective aspect encompasses several key elements, including discipline, responsibility, respect for others, and worship. The discipline aspect encompasses both classroom conduct and compliance with school regulations outside the classroom within the school environment. The responsibility aspect encompasses responsibility for oneself, others, and the school environment. The respect aspect comprises respect for teachers, parents, and other students in the school environment. While worship includes obedience to obligatory worship, sunnah worship, and other forms of worship. The formulation of the indicators of the aforementioned aspects refers to the competence of the IRE group, which contains content pertaining to the four aforementioned aspects.

The subsequent phase of the research entails the formulation of an evaluation model for the affective aspect of IRE. In order to obtain comprehensive information on the students' affective aspects, this present research proposes the development of an evaluation model of the affective aspect, which would be developed by involving students. In other words, students were involved in their own self-evaluation, in addition to the evaluation conducted by teachers. Subsequently, a preliminary design or prototype of an evaluation model for the affective aspects of IRE was developed and presented to practitioners (teachers of IRE) and academicians (lecturers of IRE) with relevant expertise in this field. The practitioners and academicians were engaged in the evaluation of the design model being developed through a focus group discussion (FGD).

The results of the trial indicated that the affective evaluation model in IRE, comprising input, process, and output evaluations, is the most appropriate for use. The general procedures or steps in implementing the evaluation are as follows:

1. Input Evaluation

The present model's affective aspect was evaluated in terms of the competence of teaching staff, the quality of the educational environment, the availability of facilities and infrastructure, and the curriculum. The following section provides a description of each evaluation.

a. Evaluation of Teachers' Competence

The students were responsible for observing and evaluating the teachers' competencies based on their daily conduct and performance in terms of pedagogical, professional, personal, and social competencies. This evaluation was conducted by completing a questionnaire accompanied by a guide. The technical implementation process is outlined in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE.

b. Evaluation of Educational Environment

The term 'educational environment' is used to describe any factor that influences students' attitudes, behaviour and achievement as educational outputs in an educational institution or school. The educational environment encompasses school regulations, as well as the etiquette observed among students, between teachers and students, and between teachers and teachers. It also includes all members of the academic community present at the school. In order

to evaluate the educational environment, the headmasters, teachers, and students were invited to complete an evaluation instrument in the form of questionnaires. The steps of the implementation are described in the Guide Book for the Use of the Evaluation Model of the Affective Aspect of IRE in the product developed.

c. Evaluation of Facility/Infrastructures of IRE

The facilities and infrastructure of IRE encompass all elements that facilitate the IRE process, including classrooms, learning tools, the IRE laboratory, a mosque, and all educational resources. To assess the adequacy of these facilities and infrastructure, the headmasters, teachers, and students were invited to complete an evaluation instrument in the form of questionnaires. The technical implementation steps are outlined in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE.

2. Process Evaluation

In the second step, an evaluation was conducted of the IRE process, encompassing the evaluation of the plan by the teachers, the implementation of the educational programme, and the implementation of the evaluation by the teachers.

a. Evaluation of the IRE Plan

The plan under consideration encompassed the syllabus and lesson plan of IRE, as devised by the teaching staff. In the evaluation process, the headmasters and teachers, in addition to the students, were invited to complete the evaluation instrument in the form of questionnaires provided. The steps of the technical implementation are described in the guidebook for the use of the evaluation model of the affective aspect in IRE.

b. Evaluation of the Implementation of Education

The implementation of education evaluated included classroom management, the method of materials presentation, understanding towards the students, and appropriateness of the materials with the learning objective. In evaluating the implementation of education, the headmasters/teachers and students were asked to fill in the evaluation instrument in the form of questionnaires provided. The steps of the technical implementation are described in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE provided.

c. Evaluation of Educational Measurement

In the field of educational measurement, the elements subjected to evaluation encompassed the types of measurement employed and the methodologies for conducting effective measurements. In assessing the quality of educational measurement, the headmasters/teachers and students were invited to complete the evaluation instrument in the form of questionnaires provided. The procedural steps involved in the technical implementation are delineated in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE.

3. Evaluation of Output

The third step in the evaluation of the affective aspect of IRE is the evaluation of the output of IRE consisting of students' discipline, respect for others, responsibility, and worship.

a. Evaluation of Students' Discipline

The student's discipline was evaluated in accordance with the following criteria: adherence to lesson plans, compliance with regulations, classroom conduct, academic performance, and respect for teachers. To assess the students' disciplinary behaviour, they were invited to complete an evaluation instrument in the form of questionnaires. The technical implementation process is outlined in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE.

b. Evaluation of Students' Respect

The students' respect was evaluated in terms of their willingness to greet others, their willingness to listen to others, their ability to express gratitude when receiving something, their respect for elders, their politeness, their conduct in the hospital, and their willingness to praise other students. In evaluating the students' respect for others, students were asked to complete the evaluation instrument in the form of questionnaires provided. The steps of the technical implementation are described in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE.

c. Evaluation of Students' Responsibility

The evaluation of students' responsibility included an assessment of their willingness to complete tasks to a high standard, their consistency between what is said and what is done, their obedience to the prevailing regulations, their ability to consider results from any acts, and their level of comfort with being ordered and

organised. In evaluating the students' respect for others, students were asked to complete the evaluation instrument in the form of questionnaires provided. The steps of the technical implementation are described in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE provided.

d. Evaluation of the Students' Worship

The students' worship was evaluated in accordance with the implementation of five key practices: regular worship, praying before and after specific acts, reading the Qur'an, fasting during the month of Ramadan, adhering to the Islamic dress code, following the teachings of Islamic dietary laws, forming friendships in alignment with Islamic principles, demonstrating a willingness to sacrifice for the sake of Islam, engaging in Islamic activities, and expressing a willingness to give charity to others. In order to evaluate the students' worship, the students were required to complete the evaluation instrument in the form of the questionnaires provided. The steps of the technical implementation are described in the Guide Book for the Use of the Evaluation Model of the Affective Aspect in IRE.

AEIRE Model Significance Discussion

In December 2022, an FGD was conducted with the participation of eight experts in the fields of IRE, language, evaluation, and measurement. The contributions of these experts were utilized as a basis for enhancing the instrument in several key areas, including its alignment with the indicators, the formulation of statements and questions, the development of answer choices, and the determination of the optimal number of answer choices. The results of this validation process, as reflected in the Content Validity Index (I-CVI), are presented in Table 1.

Table.1 Results of Analysis on Polit's Content Validity Index

Validator		Type of Instrument	∑ point	I-CVI	Content Validity
Expert Judgement	A	Instrument of Theachers' Competence	26	0,882	Good
	B	Educational Environment	12	0,869	Good
	C	Facilities/Infrastructures	18	0,862	Good
	D	Educational Process	37	0,902	Good

	E	Educational Outputs	52	0,92	Good

According to Polit and Beck, the Content Validity Index recommended if the number of raters is between 3 to 5 is 1.00, and the number is at least 6 to 10, the recommended value of the I-CVI is 0.78.[14] The data in Table 1 show that the recommended value of the I-CVI is good enough since the minimal value of the I-CVI is from 0.826 to 0.92 made by 8 raters.

The components of the evaluation model validated by the experts (experts, users, and practitioners) consist of (1) components and procedures of evaluation, (2) instruments and their grids, and (3) the guide for Use. The clarity of procedures, instruments, and guide was validated by the experts, and the readability test by the practitioners in the FGD. Based on the validation process made by the experts and the readability test by the practitioners, the results are presented as follows.

The clarity of procedures means a) completeness of components/coverage of the model (items 1 – 4), b) expediency (items 5-8), practicality (items 9-10), and d) effectiveness (item 11) as presented in Table 4. A four-scale evaluation was employed. Based on the scores obtained for each item from each expert, the average score for each item was calculated. The results of the evaluation are presented below.

The results of the evaluation from the experts are presented in the third left column of Table 2.

Table. 2 Assessment Result of AEIRE by Experts and Practitioners

No	Aspect of Assessment	Assessor		Category
		5 Experts	5 Practitioners	
1	Evaluation Procedures	3,83	3.58	Very Good
2	Evaluation Manual	3,9	3.3	Very Good
3	Clarity of AEMIRE instruments	3,475	3.425	Very Good

Table 2 illustrates that the AEIRE model, as evaluated by experts and practitioners, is rated as excellent on a scale of 1 to 4. The readability test was conducted in January 2023. The test was

[14] Denise F. Polit and Cheryl Tatano Beck, "The Content Validity Index: Are You Sure You Know What's Being Reported? Critique and Recommendations," *Research in Nursing & Health* 29, no. 5 (2006): 489–97, https://doi.org/10.1002/nur.20147.

administered to three students of Madrasah Aliyah Negeri 3 Kediri, representing the Natural Science, Social Science, and Religion streams. The objective of the readability test was to ascertain the suitability of the content and the students' comprehension. Additionally, the test aimed to determine the time required to complete the instrument.

The mean score for the readability test of teachers' competence from the average input component is 3.5, while the mean score for the educational environment is 3.87 and the mean score for the educational facility/infrastructure is 3.59, based on a 4-point Likert scale. The mean score for the Process component is 3.59. The mean score for the respect aspect in the Output component is 3.64. The Output component of the responsibility aspect exhibits an average score of 3.625, while the worship aspect displays a score of 3.75. The scale employed is the 4-point Likert scale. The average time required to respond to the instrument questions in the affective aspect evaluation model for IRE in Madrasah Aliyah and Pondok Pesantren is 20 minutes. The breakdown of this time is as follows: 8.5 minutes for the input component, 3.5 minutes for the process component, and 8 minutes for the output components. The readability test result falls within the good category, indicating that a field test could be conducted.

A preliminary trial was conducted at Madrasah Aliyah Al-Huda in Kediri city in March 2023. The sample was selected from students in Class XI from the Natural Science and Social Science streams. The limited field test involved 49 students.

The results of the instrument trial of the evaluation model of the affective aspect in IRE in Madrasah Aliyah and pondok pesantren were analysed using Exploratory Factor Analysis (EFA), and the reliability was calculated using the Alpha Cronbach coefficient with the aid of the SPSS 15.000 for Windows program.

Table. 3 Instrument Reliability

No	Aspect	Reliability Coefficient	Category
1	Teachers' Competence	0.841	Good
2	Educational Environment	0.708	Moderate
3	Facilities/ Infrastructures	0.932	Very Good
4	Educational Process	0.857	Good
5	Students Discipline	0.670	Moderate
6	Respect to Others	0.772	Moderate

7	Responsibility	0.842	Good
8	Devotion to Worship	0.849	Good

Hair et al. (1998) posit that a construct is deemed to possess good reliability if the value of its Construct Reliability (CR) is equal to or greater than 0.7. An examination of the variable reliability presented in Table 3 indicates that the majority of variables exhibit favourable reliability coefficient values.

The EFA analysis is employed to ascertain whether a relationship exists among variables and to reduce the number of items, thereby yielding a new variable comprising a more parsimonious set of items.

Table 4. Results of the EFA Analysis

No	Component	KMO	COMMUNALITIES	Dimension
1	Teachers' Competence	0,552	74,062%	9
2	Educational Environment	0,614	65,7082%.	4
3	Educational Facility/Infrastructures	0,634	79,838%.	4
4	Educational Process	0,707	65,983%.	6
5	Students' Discipline	0,672	70,263%.	3
6	Respect	0,672	74,183%.	4
7	Responsibility	0,722	59,712%.	2
8	Worship	0,602	68,074%.	6

As evidenced in Table 4, the KMO values for all components exceed 0.5, indicating the suitability of the EFA analysis. It can therefore be concluded that all of the components are sufficiently valid for measuring the aforementioned variables, namely teachers' competence, educational environment, facilities and infrastructure, educational process, discipline, respect, responsibility and worship.

A comprehensive trial was conducted at four educational institutions, namely Madrasah Aliyah Negeri 3 Kediri City, Madrasah Aliyah Negeri 2 Kediri, Pondok Gontor 3 Darul Ma'rifat Gurah Kediri, and Pondok Gontor Putri 5 Kandangan, Kediri. A total of 670 students participated in the operational trial of the questionnaire. The objective of this trial was to obtain a comprehensive overview of the evaluation model of the affective aspect in IRE.

The results of the analysis conducted using the SPSS program indicate that the questionnaire instrument is reliable, with an Alpha coefficient of (0.827) exceeding the threshold of 0.7. Furthermore,

the instrument's overall validity is deemed to be satisfactory. The full results of the reliability and validity tests can be found in the attachment. Figure 1 illustrates the findings of the empirical evaluation of the Affective Aspect in IRE (AEIRE) model using the LISREL 8.7 for Windows program.

Figure1. Empirical Model: The Evaluation Model of the Affective Aspect for IRE (AEIRE)

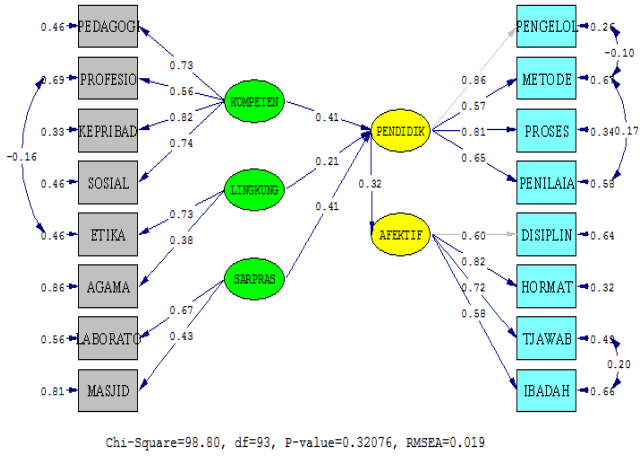

Table 5. *Goodness of Fit Indices*

Goodness of Fit Indices	Value	Decision
p value	0,3207	Fit
RMSEA	0,019	Fit
GFI	0,94	Fit
AGFI	0,91	Fit
NFI	0,96	Fit
CFI	1,00	Fit

According to Brown and Cudeck the RMSEA value ≤ 0.05 signs a close fit.[15] While the GFI and AGFI values≥ 0.90 according to Joreskog and Sorbon are under a good fit category.[16] According to

[15] Michael W. Browne and Robert Cudeck, "Alternative Ways of Assessing Model Fit," *Sociological Methods & Research* 21, no. 2 (November 1, 1992): 230–58, https://doi.org/10.1177/0049124192021002005.
[16] K. G. Jöreskog and Dag Sörbom, *LISREL 8: User's Reference Guide* (Scientific Software International, 1996).

Bentler and Bonnet,[17] NFI and CFI values≥ 0.90 are under the category of good fit. From Table 5, it is known that all criteria to get a fit model have been met from the p-value to *RMSEA*, *GFI*, *AGFI, NFI,* and *CFI v*alues.

Table6. Test Results of the Instrument Measurement of the AEIRE Model

No	Aspect	p-value	RMSEA	t-value	LoadingFactor
1	Pedagogy	0,092	0,036	> 1.96	> 0.3
2	Teacher Professionalism	0,58029	0,00	> 1.96	> 0.3
3	Teacher Personality	0,24269	0,025	> 1.96	> 0.3
4	Social Competence	0,05489	0,053	> 1.96	> 0.3
5	EthicsandRegulations	0,57104	0,00	> 1.96	> 0.3
6	Religious Environment	0,09516	0,033	> 1.96	> 0.3
7	Laboratory Facility/Infrastructure	0,17711	0,033	> 1.96	> 0.3
8	Mosque Facility/Infrastructure	0,5990	0,052	> 1.96	> 0.3
9	Management	0,20836	0,026	> 1.96	> 0.3
10	Method	1,00	0,00	> 1.96	> 0.3
11	Process	0,25935	0,022	> 1.96	> 0.3
12	Evaluation	1	0,00	> 1.96	> 0.3
13	Discipline	0,14704	0,028	> 1.96	> 0.3
14	Respect	0,32315	0,016	> 1.96	> 0.3
15	responsibility	0.64568	0.00	> 1.96	> 0.3
16	Worship	0,29959	0,015	> 1.96	> 0.3

As can be seen from Table 6, all aspects have a loading factor of above 0.3, which allows us to conclude that the measurement instruments of the AEIRE Model are valid.

The Evaluation Model of the Affective Aspect in Islamic Religious Education (AEIRE) in Madrasah Aliyah and Pondok Pesantren and its Tools have been subjected to a trial run in order to assess their feasibility in practice. The results of the test demonstrate that the implementation of this model is both practical and objective. The quantitative test, conducted on a limited scale using the SPSS and on a wider scale using the LISREL program, indicates that the instruments of the AEIRE model evaluation have achieved reliability

[17] P. M. Bentler and Douglas G. Bonett, "Significance Tests and Goodness of Fit in the Analysis of Covariance Structures," *Psychological Bulletin* 88, no. 3 (1980): 588–606, https://doi.org/10.1037/0033-2909.88.3.588.

coefficients, that the items of the instrument are valid, and that the model has also met the requisite fit model criteria.

The analysis of the quantitative data indicates that this model may be implemented in a straightforward, practical, and objective manner. Furthermore, it is accompanied by a concise, comprehensive, and detailed guide for educational evaluation, which may facilitate the assessment of the affective dimension in IRE. The comprehensive characteristics of the evaluation model are outlined below:

1. This model is used to evaluate the affective aspect of IRE in Madrasah aliyah and pondok pesantren.
2. The AEIRE model is comprehensive in nature, consisting of three main components possessing a logical and integrated relation, covering *input, process*, and *output*.
3. The use of this model would not be dependent upon certain teaching approaches or strategies adopted by the teacher.
4. This model may be used for either formative or summative evaluation.
5. The implementation of the evaluation of the IRE program may be made by the teacher, the headmaster, the vice headmaster or educational staff or anyone given the authority to evaluate the IRE program.

In light of the findings of the aforementioned qualitative and quantitative analyses, it can be posited that the evaluation of the affective aspect in IRE in Madrasah Aliyah and Pondok Pesantren may be classified as an exemplary model, as it is (a) valid, (b) reliable, (c) objective, (d) practical. (e) efficient, (f) useful. This implies that the model may provide accurate information to the headmaster, teachers, and superintendent of IRE regarding content, coverage, format, time of presentation, and benefit for the implementation of the affective aspect evaluation in IRE in Madrasah Aliyah and Pondok Pesantren.

The affective education model and the affective domain have implications for the theory and model of instructional design as a whole. The findings of Martin's research team indicate that the affective aspect is a crucial element in education,[18] particularly in the context of Islamic religious education. It is evident that the affective outcome cannot be dissociated from the cognitive aspect, which is

[18] Barbara L. Martin Reigeluth Charles M., "Affective Education and the Affective Domain: Implications for Instructional-Design Theories and Models," in *Instructional-Design Theories and Models* (Routledge, 1999).

also supported by the efficacy of the educational model designed by the school. Creemers and Kyriakides, for instance, posit that the effectiveness of the education model in question can encompass aspects of the teaching and learning environment in schools.[19]

The findings of Vermond's research substantiate the assertion that affective elements are synergistically implicated with metacognitive and cognitive aspects in the context of learning styles and strategies.[20] The findings of this study align with the suggestions put forth by Santos and his team regarding the necessity for models that incorporate affective elements in education.[21] Similarly, Hernandez and his colleagues have also advocated for an affective model in intelligent educational settings. This model has been subjected to evaluation, and the outcomes demonstrate its efficacy in understanding student affect and student learning. They present this model with the aim of creating an educational environment that incorporates affective processes, where student affect is reflected in the user-system interaction.[22]

Moreover, in the context of digital learning, the affective model is also highly pertinent. The research conducted by Foutsitzi and his team demonstrates that integrating cognitive and emotional aspects into the learning process can enhance the effectiveness of the learning outcome.[23] Similarly, Sandanayake and his colleagues have also

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[19] Bert Creemers and Leonidas Kyriakides, "School Factors Explaining Achievement on Cognitive and Affective Outcomes: Establishing a Dynamic Model of Educational Effectiveness," *Scandinavian Journal of Educational Research* 54, no. 3 (June 1, 2010): 263–94, https://doi.org/10.1080/00313831003764529.

[20] J. D. Vermunt, "Metacognitive, Cognitive and Affective Aspects of Learning Styles and Strategies: A Phenomenographic Analysis," *Higher Education* 31, no. 1 (January 1, 1996): 25–50, https://doi.org/10.1007/BF00129106.

[21] Olga C. Santos, Jesus G. Boticario, and Ángeles Manjarrés-Riesco, "An Approach for an Affective Educational Recommendation Model," in *Recommender Systems for Technology Enhanced Learning: Research Trends and Applications*, ed. Nikos Manouselis et al. (New York, NY: Springer, 2014), 123–43, https://doi.org/10.1007/978-1-4939-0530-0_6.

[22] Yasmín Hernández, L. Enrique Sucar, and Gustavo Arroyo-Figueroa, "Affective Modeling for an Intelligent Educational Environment," in *Intelligent and Adaptive Educational-Learning Systems: Achievements and Trends*, ed. Alejandro Peña-Ayala, Smart Innovation, Systems and Technologies (Berlin, Heidelberg: Springer, 2013), 3–24, https://doi.org/10.1007/978-3-642-30171-1_1.

[23] Sotiria Foutsitzi, Stylianos Asteriadis, and George Caridakis, "An Overview of Affective Models and ICT in Education," in *2019 10th International Conference on*

validated the potential of affective e-learning models to recognise learners' emotions in an online learning environment.[24] Consequently, the author posits that the AEIRE model can be optimally applied, particularly in the context of Islamic religious education.

Conclusion

The implementation of affective education in IRE and the evaluation of affective aspects, including discipline, responsibility, respect for others, and worship in Madrasah Aliyah and Pondok Pesantren, have not been as effective as they could be. This is evidenced by the fact that there are still many schools that have not paid sufficient attention to the affective aspects of IRE. The evaluation model of the affective aspects in AEIRE is novel. Prior to its dissemination to users, it is necessary to conduct a trial in the field, either on a limited or a wide scale, in order to ascertain the instrument's validity, the model's effectiveness, and the practicality of the model's use.

The AEIRE is comprised of three fundamental components: input, process, and output. In accordance with the aforementioned components, the implementation of the programme evaluation of the AEIRE model adheres to the prescribed steps delineated in the evaluation model's user guide. The AEIRA model, comprising input, process, and output components, exhibits a satisfactory fit based on the results of the Confirmatory Factor Analysis (CFA), with a p-value of 0.3207, a GFI value of 0.94, an RMSEA value of 0.019, an AGFI value of 0.91, an NFI value of 0.96, and a CFI value of 1.00. It can therefore be concluded that the model meets the requirements of the five aforementioned elements, and can thus be categorised as a fit model. The results of the Alpha Cronbach analysis indicate that the questionnaire instrument is reliable, with an Alpha coefficient of 0.827, exceeding the 0.7 threshold. The Guide for the use of the AEIRE model, as evaluated by the teachers of IRE in madrasah aliyah and the experts, was rated as excellent with an average score of 3.6 on

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Information, Intelligence, Systems and Applications (IISA), 2019, 1–8, https://doi.org/10.1109/IISA.2019.8900783.

[24] T. C. Sandanayake and A. P. Madurapperuma, "Affective E-Learning Model for Recognising Learner Emotions in Online Learning Environment," in *2013 International Conference on Advances in ICT for Emerging Regions (ICTer)*, 2013, 266–71, https://doi.org/10.1109/ICTer.2013.6761189.

a scale from 1 to 4. The Evaluation Model of the Affective Aspects in Madrasah Aliyah and Pondok Pesantren was also rated as effective with an average score of 3.6 on the same scale.

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