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Integration of Cognitive, Affective, and Psychomotor Domain Scoring in Islamic Religious Education

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ABSTRACT: An educator must consider the levels in each domain (cognitive, affective and psychomotor) when compiling scores and weighting questions. This is also the case in Islamic Religious Education lessons. The purpose of writing this article is to explain the integration of scoring for cognitive, affective, and psychomotor domains along with examples in Islamic religious education questions. Using literature studies, there are conclusions obtained from this article, namely the benefits for students, 1). Helps students to develop balanced competencies. 2). Helps students to understand the relationship between knowledge, attitudes, and skills. 3). Helps students to become a whole person with integrity. So it is highly recommended for educators to be able to carry out the right application, with the integration of cognitive, affective, and psychomotor domain scoring in order to become one of the important instruments to improve the quality of Islamic religious education in the world of education.

Keywords: Scoring, Cognitive Domain, Affective Domain, Psychomotor Domain, Islamic Religious Education

INTRODUCTION

A professional teacher must have the necessary competencies (Amaly et al., 2023; Hamid, 2020; Jamin, 2018; Nur & Fatonah, 2022; Purnama et al., 2022). In the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, competence is defined as a set of knowledge, skills, and behaviours that must be owned, lived, and mastered by teachers or lecturers as they carry out their professional duties, article 10 paragraph (1) states that "*Teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education*" (Affandi et al., 2021; Rohman, 2020; Whyte, 2022).

Based on what is said above, pedagogical ability is one of the necessary skills. The ability to understand students, design and implement lessons, evaluate learning outcomes, and develop

students to maximize their potential is known as pedagogical competence. Therefore, an educator cannot only create evaluation tools to find out whether students achieve their learning outcomes but also evaluate whether the evaluation tools can already function well as a quality measure of learning outcomes. Teachers, principals and management are the components that determine the quality of learning, according to research by (Kitamura, 2022; Mardapi, 2010; Susilawati et al., 2021; Syafi'i et al., 2023). This shows the significant role that educators play in improving the quality of education.

In the evaluation process, the role of the teacher consists of several steps. For example, an educator or tester conducts a test on students and then assigns a score to each student's answer sheet. Since this is an integral part of the process of processing test results to produce achievement scores, this activity must be done carefully. An educator should create a strategy for scoring before the test begins. They should even consider this strategy from the moment they write the sentences for each question. In accordance with the guidelines issued by educational institutions, this learning activity will present scores from cognitive, affective, and psychomotor domain tests (Elis Ratna Wulan & Rusdiana, 2015).

The following process is to convert raw scores into achievement scores with standard scores using the terms Criterion-Referenced Evaluation (CRE) and Norm-Referenced Evaluation (NRE). In the world of education, especially in Indonesia, it is often known as *Penilaian Acuan Patokan (PAP)* and *Penilaian Acuan Normatif (PAN)* or *Penilaian Acuan Khusus (PAK)*. This conversion process is helpful in objectively ensuring the quality of learning and student achievement as well as increasing the meaningfulness of the assessment results that both teachers and students have carried out. (Sumardi, 2020).

The point is that in every lesson there needs to be integrated scoring in one field. In this case, there needs to be integration in scoring the cognitive, affective and psychomotor domains in Islamic religious education lessons. This is because the three domains are interrelated and complement each other in shaping student competence. The cognitive domain is related to students' intellectual abilities, such as knowledge, understanding, and reasoning. The affective domain is related to students' attitudes and values, such as spiritual attitudes, social attitudes, and moral attitudes. The psychomotor domain relates to students' skills and abilities, such as worship skills, Qur'an reading skills, and preaching skills.

A teacher is expected not only to be competent in educating and teaching but also to be an examiner in the teaching and learning process because this is useful for objectively knowing the quality of learning and student achievement in Islamic Religious Education subjects. In addition, the results of the assessment carried out by teachers and students become more significant. In order to be more understandable and more focused, the author has prepared a discussion of the integration of cognitive, affective and psychomotor assessments, along with examples in Islamic Religious Education lessons in this article.

METHOD

The methods used in this research article are library research and content analysis (Elo & Kyngäs, 2008). The research objects used are journals, articles, books, and other online sources, as well as those related to the integration of cognitive, affective, and psychomotor domain scoring in Islamic religious education. The method used to obtain data in this research is descriptive and analytical methods to describe (Anggor, 2008; Ramdhan, 2021) the integration of cognitive, affective, and psychomotor domain scoring in Islamic religious education. Instruments in library research use data collection methods related to the object of research that have been searched, selected, analyzed, and presented (Fadli, 2021).

RESULT AND DISCUSSION

Understanding of Scoring

The process of processing student exam results begins with scoring. Scores are data collected from a test instrument. Converting exam results into numbers is called scoring, (Jaya & Ardat, 2013). Scores hold information about students' abilities. The score given to students shows how their learning outcomes improve in response to the learning outcome test stimulus given by the teacher. Thus, the scores students receive show the competency achievement of their learning outcomes.

According to Crocker and Algina in (Kumaidi, 2016), The score is the number of items answered correctly by the student. A correct answer is given a score of one, while an incorrect answer is given a score of zero. There are several advantages to having scores: information about how students performed on the test, performing quantitative analysis of the test and its relationship to other variables, and, most importantly, being able to provide an evaluation of learner performance.

The right measuring instrument will produce accurate scores (Hikamudin & Hairun, 2021). Getting a score requires several steps. The preparation of the test measuring instrument is the first stage. This stage is very important because errors in preparation will affect the measurement results. In making the measuring instrument, the most important thing is the objective. The second stage is how learners take the test once the measuring instrument, the exam, is created. After students respond to the test by giving their answers on the answer sheet, the third stage is to find information from the scores. Furthermore, by mastering the scoring technique, educators are expected to objectively determine the quality of learning and student achievement. This scoring also increases the relevance of the assessment results carried out by educators and students. (Asrul et al., 2022).

The Difference Between Scores and Grades

The difference between scores and grades is often debated in evaluation discussions based on the idea that there is a possibility that scores mean grades. However, this idea is only sometimes accurate. The result of scoring work, which is produced by adding up the numbers for each item

that participants answer correctly, taking into account the weight of the correct answer, is called a score (Sukiman, 2012) or can be called a raw score.

Suppose that a test of learning outcomes in the field of evaluation and statistics has forty objective questions with the provision that each question answered correctly will be given a weight of two. Ideally, if the student or examinee can answer correctly for forty questions, the student or examinee will get a score of forty X 2 = 80. This number 80 is known as the Ideal Maximum Score, which is the highest score an examinee can receive if they can answer each question correctly (Ivalyn & Rahadi, 2020). This means that it is impossible for a student to score more than 80 in the learning outcome test. If a student named Gumilang can correctly answer 17 questions in the learning outcome test because Wahyudi answered all 27 questions correctly, Gumilang receives a score of 17 x 2 = 34, and Wahyudi receives a score of 27 x 2 = 54.

From the example above, it is clear that the numbers 80, 34 and 54 indicate the number of questions that can be answered correctly after considering the weight of the correct answer. This means that these numbers are not grades or cannot even be considered as grades. Grades are the sum of numbers, or perhaps letters, which are the result of changes in scores that have been combined with other scores and adjusted according to specific rules (Sudijono, 2001). That is why grades are also called standard scores.

Grades are basically numbers or letters that show how far or how much competence students or learners have in the material or material tested in accordance with specific instructional objectives. Grades are also a representation of the rewards given to students by the teacher or tester for their correct answers on learning outcome tests. In other words, the more items that can be answered correctly, the greater the reward given by the teacher to the student. Conversely, the fewer items that can be answered correctly, the fewer awards given to students by the tester (Sudijono, 2001).

In line with the above statement, Djemari Mardapi said that value is a valuable tool to encourage students to learn better and educators to teach better, too. Grades can also be in the form of rewards, or rewards, in recognition of learners' efforts. This reward will encourage learners to learn better. Grades are also information about the teacher's success in teaching (Mardapi, 2010).

According to the definition that has been presented, scores and grades are different. A score is a number that shows the number of questions that can be answered correctly by considering the weight of the correct answer. Meanwhile, scores are numbers or letters that show appreciation for students' abilities that help them learn better. So, according to the description above, the test score - which is basically a raw score - must be processed first to be converted into a standard score. (Sukiman, 2012).

Scoring Technique

After the teacher conducts test activities for students, the next activity is to score each student's answer sheet. Since it is an integral part of the process of processing test results to produce achievement scores, this activity must be done carefully. Educators should prepare a strategy for scoring before the test. They should even consider this strategy from the beginning of writing the sentences for each question. In accordance with the modified guidelines, this learning activity will present scores for cognitive, affective and psychomotor domain tests (Rofieq, 2008).

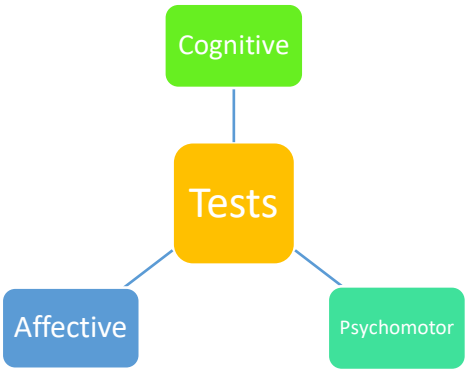

Figure 1. Domain Tests

It is important to create scoring guidelines, especially in relation to how cognitive domain tests are broken down, so that teachers do not rely too much on themselves when scoring. Scoring guidelines will also be essential for educators conducting affective and psychomotor domain tests with their students. Since the exam has not yet begun, educators should be able to measure students' attitudes and actions to achieve the required competencies.

A. Scoring with Tests in the Cognitive Domain

1. Scoring with Multiple Choice Questions

There are three ways to give multiple choice test scoring, namely scoring without any answer correction, scoring with answer correction, and scoring with different weight items (Rofieq, 2008; Winarji, 2016).

a) Scoring without correction, namely scoring by means of each item that has been answered correctly, gets one value (according to the weight of the item), and then the item is answered correctly. The formula is as follows.

$$\text{Skor} = \frac{B}{N} \text{ x } 100 \quad \text{(skala 0 – 100)}$$

B = Number of items answered correctly
N = Number of items

Example:
There are 50 items in the Islamic Religious Education subject test, Syatria answered 25 items correctly, so the score achieved by Syatria is:

$$\text{Skor} = \frac{25}{50} \text{ x } 100$$
$$= 50$$

b) Scoring with answer correction, namely giving scores with consideration of items that are answered incorrectly and not answered, the formula is as follows.

$$\text{Skor} = \left[\left(B - \frac{S}{P-1}\right) \Big/ N\right] \text{ x } 100$$

B = Number of items answered correctly

S = Number of items answered incorrectly

P = Number of answer choices per item

N = Number of items

Question items that are not answered are given a score of 0

Example:

Adymas obtained a score of 40 in a multiple choice question on Islamic Religious Education, which consisted of 40 items with 4 choices per item and 40 items in total. He can answer 20 questions correctly, 12 questions incorrectly, and 8 questions that are not answered, then the score obtained by Adymas is:

$$\text{Skor} = \left[\left(20 - \frac{12}{4-1}\right) \Big/ 40\right] \text{ x } 100$$
$$= 40$$

c) Scoring with different weighted items is scoring by giving different weights to a group of items (Winarji, 2016). Teachers usually differentiate item weights based on the contracted cognitive levels (remembering, understanding, applying, analyzing, evaluating, and creating). Educators can also differentiate item weights in other ways. For example, a group of items created in the teacher's handbook is given a weight of one, while others are given a weight of two. The formula is.

$$\text{Skor} = \sum \frac{(B_i \, xb_i)}{St} \text{ x } 100\%$$

Bi = Number of items answered correctly by test takers

bi = The weight of each item

St = Theoretical score (score when answering all items correctly)

Example:

A forty-item Islamic Religious Education test consisting of six levels of cognitive domain is scored as follows: remembering (c1) with a score of 1, understanding (c2) with a score of 2, applying (c3) with a score of 3, analyzing (c4) with a score of 4, evaluating (c5) with a score of 5, and creating (c6) with a score of 6. Mahdi can answer correctly 8 domain questions out of 12 questions, 12 questions out of 20 questions understanding, 2 questions out of 4 questions applying, 1 question out of 2 questions analyzing, and 1 question out of 2 questions evaluating and creating 1 question each. What is the score obtained by Pranajaya? Then, to simplify the scoring, Table. 1. as follows.

Table 1. Scoring Example

Item Domain	Total	b_i	Number of Item x b_i	B_i
Remembering	12	1	12	8
Understanding	20	2	40	12
Applying	4	3	12	2
Analyzing	2	4	8	1
Evaluating	1	5	5	1
Creating	1	6	6	1
Total =	40	-	S_t = 83	25

$$\text{Skor} = \sum \frac{(8x1)+(12x2)+(2x3)+(1x4)+(1x5)+(1x6)}{83} \text{ x } 100\%$$

$$= 63{,}9\ \%$$

So, the score obtained by Pranajaya is 63.9%, meaning that in this case Pranajaya can master the Islamic Religious Education subject test by 63.9%.

2. Scoring with Objective Description Questions

In the case of objective descriptions, the steps of work are considered as a measure of student ability. Therefore, the scoring guideline for this question is how students show or master the steps in their answer sheet (Rofieq, 2008).

To create scoring guidelines, the teacher as the tester must look back at the lesson plan to find the indicators. Consider the following example.

Indicator:

The learner can calculate the contents of a block, or a space, and change its unit of measurement to find out the liters of water in a pool.

Item:

Fuadi intends to take the obligatory bath, but he is still determining the capacity of the water in the pool and whether it meets the two *qullah* (equal to 270 liters) requirement in

Fiqh. So Fuadi wanted to calculate the size of the pool first to find out how many liters of water were in the pool. The shape of the pool is a block measuring 60 cm long, 65 cm wide, and 75 cm high? (to answer, write down the steps!).

Table 2. Scoring Guidelines for Objective Descriptions

Table 2. Scoring Guidelines for Objective Descriptions

Steps	Answer Key	Score
1	Pool contents = Length x Width x Height	1
2	= 60 cm x 65 cm x 75 cm	1
3	= 292.500 cm^3	1
	Pool contents in liters:	
4	= $\frac{292.500}{1.000}$	1
5	= 292,5 liters	1
	Maximum Score	5

From the mathematical calculation, the result is 292.5 liters, it can be concluded that the water capacity in the pool has exceeded the threshold of the Sharia provisions in Fiqh science for purification, which is 270 liters, according to the Book of *Al-Fiqhul Islami wa Adillatuh* by *Sheikh Wahbah Az-Zuhayli* (Abd Rahman et al., 2014)

3. Scoring with Non-Objective Description Questions

The scoring principle for non-objective descriptions is the same as the scoring principle for objective descriptions, which is to determine the competency indicators. Consider the following illustration.

Indicator:

Learners can explain why religious people should be grateful for their religion.

Question item:

Write what makes you feel grateful for your religion!

Scoring guidelines:

Although there are various answers, answers can be categorized based on the following topics.

Tabel 3. Example of Scoring GuidelinesIndikator:

Answer Criteria	Score Range
Gratitude for religious teachings that teach good values.	0-2
Gratitude for religious teachings that are humane to fellow humans.	0-2
Gratitude for positive rules that can create a peaceful civilization.	0-2
Highest Score	6

4. Scoring Mixed Form Questions

Multiple-choice and description questions can be used in certain situations. Both multiple-choice and description questions have a greater scope of material, as well as the complexity of the answers or the level of thinking required to solve them. The material of multiple-choice questions is usually broader, and the level of thinking required to solve them is also usually higher (Rofieq, 2008).

A test consists of n1 multiple-choice questions and n2 description questions. Multiple choice questions weight w1, while description questions weight w2. If a student answers n1 multiple choice and n2 description questions correctly, the student will receive the following score:

$$\text{Skor} = b_1\left[\frac{n_1}{n_1} x100\right] + b_2\left[\frac{n_2}{n_2} x100\right]$$

b1 = weight of question 1

b2 = weight of question 2

Example:

An Islamic Religious Education test consists of twenty multiple-choice questions with four options each, as well as four description questions. Suppose the weight of the multiple choice is 0.40 and the description is 0.60. In that case, Ikhwan can answer 16 multiple choice items correctly, and 20 description items correctly out of a maximum score of 40, and then the score obtained by Ikhwan can be calculated as follows.

a) Multiple-choice score without correction of conjecture answers: (16/20) x100 = 80
b) The score of the description form is: (20/40) x100 = 50
c) The final score is : 0.4 x (80) + 0.6 x (50) = 62

B. Scoring with Tests in the Affective Domain

Keberhasilan

The affective domain also influences student learning success. There are at least two affective elements that must be measured: attitude and interest in a lesson. A student's view of a lesson can be negative or neutral. It is expected that learners' attitudes towards all subjects are positive, so they are more interested in learning them. It is expected that the learning achievement of students who have an interest in a particular subject will improve quickly. In contrast, students who have no interest will face more significant challenges (Rofieq, 2008).

Therefore, educators have the responsibility to foster learners' interest and then increase their interest in the subjects being studied. As a result, there will be effective cooperation to improve the quality of the learning process. The steps for making affective domain instruments, including attitude and interest (Rofieq, 2008), are as follows:

1. Select the affective domain to be assessed, such as attitude or interest.
2. Determine signs of interest, such as being present in class, answering many questions, completing assignments on time, having neat notebooks, and so on. Subsequently, students are asked about these.
3. Select the type of scale to be used, e.g. Likert with five scales: very interested, interested, the same, less interested, and not interested.
4. Peer review the instrument.
5. Refine the instrument.
6. Create a self-report inventory or questionnaire.
7. Inventory score.
8. Analysis of results from interest and attitude scales.

Example:

Ten instruments have been created to measure the interest of successful students. If a range from 1 to 5 is used, the learner with the lowest score is 10, which is 10 times 1, and the highest score is 50, which is 10 times 5. Therefore, the median is 30, which is (10 plus 50)/2. If divided into four categories, a scale of 10-20 indicates no interest; a scale of 21-30 indicates lesser interest; a scale of 31-40 indicates greater interest; and a scale of 41-50 indicates very great interest.

C. Scoring Tests in the Psychomotor Domain

Psychomotor tests aim to measure student performance (achievement). The test can be in the form of performance, simulation, identification, and paper and pencil tests (Sutami, n.d.).

Rating scales are suitable for dealing with a small number of subjects. The tool for measuring work is a rating scale organized from very imperfect to very perfect. Scale 1 is considered the least perfect, and scale 5 is considered the most perfect.

For example, learners' skills are measured by practising prayer. Thus, any indicator that shows that the learner is proficient in the practice of the prayer is sought. The indicators are as follows:

1. How to practice *itidal* and recitation of surah *Al-Fatihah* and short surahs.
2. How to practice bowing and its recitation.
3. How to practice prostration and its recitation.
4. The sitting between two prostrations and its recitation.
5. How to practice the initial tahiyat and its recitation.
6. How to practice the final tahiyat and its recitation.

Dalam In this example, a grading scale is used for a student's prayer practice. Six items indicate the student's ability. If for item 1, the learner scores 5, which is perfect or correct, for item 2, a score of 4, which is correct but less than perfect, for item 3, a score of 4 which is also correct but less than perfect, for item 4 a score of 3 which is less than correct, and for item 5 a score of 3 which is less than correct, then the total score achieved by the learner is (5 + 4 + 4 + 3 + 3 + 3) or 22. A learner who fails will score 6, and one who succeeds perfectly will score 30; then the median score is (6 + 30)/2 = 18. If divided into 4 categories, then those who score 6 - 12 are declared a failure, a score 13 - 18 means less successful, scores 19 - 24 are declared successful, and scores 25 - 30 are declared very successful. Therefore, students with a score of 21 can be considered successful but not perfect or completely good if the skills are absolute, which means that each aspect must be achieved perfectly (scale 5). Only students with a total score of 30 can be considered successful and in the perfect category (Rofieq, 2008). An example of a table that can be used is as below.

Table 4. Example of a Psychomotor Domain Exam Question Grid

Standard Competency	Basic Competency	Subject Matter	Indic. Bill Type	Question Form	Question Number

After understanding scoring in the three domains, namely cognitive, affective, and psychomotor, it can be further explained that the overall integration of scoring from the three domains can be done in various ways, such as: 1). Develop an assessment instrument that includes the three domains as exemplified above. 2). Giving proportional weight to the three domains. 3). Conducting assessments holistically, namely by looking at the three domains as a whole. If these things are done by educators who are also known as testers, then the integration of scoring the three domains has several benefits for students, such as:

1. Helps students to develop balanced competencies.
2. Helps students to understand the relationship between knowledge, attitudes and skills.
3. Help students become whole persons with integrity.

There are examples of some of the applications of the integration of cognitive, affective, and psychomotor domain scoring in the field of Islamic education:

1. Assessment of the task of making a paper on one of the themes of Islamic religious education. This task can be assessed in terms of cognitive (completeness and accuracy of information), affective (conformity with Islamic values), and psychomotor (writing skills).
2. Assessment of worship practices, such as prayer, fasting and *zakat*. This assessment can be done in terms of cognitive (compliance with worship procedures), affective (diligence and solemnity), and psychomotor (accuracy and fluency of movements).
3. Assessment of extracurricular activities, such as preach (*da'wah)*, Islamic spirituality, and scientific studies. This assessment can be done in terms of cognitive (depth of understanding of the material), affective (attitudes and embedded values), and psychomotor (ability to communicate and preach).

It is highly recommended that educators be able to carry out the right application, with the integration of cognitive, affective and psychomotor domain scoring, in order to become one of the essential instruments to improve the quality of Islamic religious education in the world of education.

CONCLUSION

An educator of Islamic Religious Education should consider the levels in each domain (cognitive, affective and psychomotor) when scoring and weighting questions. A good test for Islamic Education consists of more than one type of test and considers the levels in each domain. An educator of Islamic Religious Education should prepare the scoring to be applied before or during the test. This can help educators apply methodical and objective principles in scoring activities, so that scores do not seem random. The planned scoring results will help the next assessment activity, namely converting the learning outcome score into a standard score or achievement score. If these things are done by educators who are also called testers in this case, then the integration of scoring the three domains has several benefits for students, namely: 1). Helps students to develop balanced competencies. 2). Helps students to understand the relationship between knowledge, attitudes, and skills. 3). Helping students to become a whole person with integrity. So, it is highly recommended that educators be able to carry out the correct application, with the integration of cognitive, affective, and psychomotor domain scoring, in order to become one of the important instruments to improve the quality of Islamic religious education in the world of education.

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