



## Integrating Affective Evaluation in Arabic Language Learning: A Theoretical and Conceptual Analysis within the Indonesian Islamic Education

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**Abstract:** The affective dimension in Arabic language learning is often overlooked in favor of cognitive outcomes, despite its essential role in shaping students' values, attitudes, and motivation, especially within the context of Islamic education. This study aims to explore the theoretical and conceptual framework of affective evaluation and its integration into Arabic learning. Using a qualitative approach through *library research* methods, this study analyzes key educational and psychological literature to identify the principles, instruments, and implementation strategies for affective assessment. The findings indicate that affective evaluation, grounded in Bloom's taxonomy, plays a significant role in fostering students' moral and emotional development. However, challenges such as limited teacher training, restricted instructional time, and the absence of contextualized instruments hinder its practical application. To address these issues, this study proposes strategies such as reflective activities, behavioral observation, and value-based projects to embed affective assessment into teaching practices. This conceptual analysis contributes to filling the gap in Arabic language education by offering practical guidelines for character-oriented evaluation. Future empirical studies are recommended to validate these models in real classroom settings.

**Keywords:** *Affective Evaluation, Arabic Language Learning, Assessment Model.*

## INTRODUCTION

Arabic language learning is an integral part of the Islamic education system in Indonesia, especially in Islamic madrasas and universities. Arabic is not only studied as a means of communication, but also as the main medium in understanding the sources of Islamic teachings (Ridwan, 2023). So that Arabic language learning has a broader goal than just linguistic mastery. The learning process must be able to touch the cognitive, affective, and psychomotor aspects so that the results are comprehensive and functional in the religious and social lives of students (Hrp et al., 2022).

However, in practice, the focus of Arabic language learning is often limited to cognitive achievement alone, such as memorizing vocabulary, understanding grammar, and translating texts

(Akasahtia, 2021). The evaluations carried out are mostly academic and oriented towards written exam results. In fact, many studies emphasize the importance of assessing students' affective aspects, such as interest, attitude, and motivation towards learning Arabic (Fernanda et al., 2025). Without evaluation of these aspects, teachers cannot fully understand the success of the learning process.

The gap between comprehensive Arabic language education goals and narrow evaluation practices creates serious problems. Evaluation that only focuses on the cognitive domain is unable to capture changes in attitudes or character development of students as a whole. This condition can hinder the sustainability of their learning outside the classroom (Agustina et al., 2024). Therefore, there needs to be a systematic effort to integrate

affective evaluation into Arabic language learning theoretically and practically.

Affective evaluation is part of the assessment system that assesses psychological aspects such as attitudes, values, emotions, and motivation of students (Soumokil et al., 2025). Different from cognitive evaluation which is measured quantitatively, affective evaluation is more qualitative and requires an observational approach and non-test instruments. According to Bloom (1956) and Krathwohl (1956), the affective domain has five stages, namely: Receiving, Responding, Valuing, Organizing, Characterizing (Khumaimah, 2024). This stage is important for forming a positive personality towards learning.

The application of affective evaluation in Arabic language learning cannot be done carelessly. Teachers must have a deep understanding of affective indicators and appropriate assessment instruments. In addition, there needs to be a conceptual framework that can be used as a guideline in designing, implementing, and evaluating affective instruments (Erwina et al., 2024). This framework can be compiled based on a study of educational theories, affective taxonomies, and relevant empirical experiences in various Islamic educational contexts.

Unfortunately, the literature related to affective evaluation in Arabic language learning is still relatively minimal. Most studies focus more on teaching methods, learning media, and teaching materials. Affective evaluation tends to be seen as a complementary aspect that is less important. In fact, student learning outcomes are greatly influenced by their attitudes and motivations (Rafi et al., 2023). This lack of literature must be filled so that the evaluation of Arabic language learning becomes more comprehensive and in accordance with the principles of character education carried by the national curriculum.

This study focuses on three main aspects. First, it identifies the core principles that underpin the integration of affective evaluation in Arabic language learning within Indonesian Islamic education. Second, it examines the practical challenges encountered by educators in designing and implementing affective assessments effectively. Third, it explores strategies for developing affective evaluation instruments that support character-based Arabic instruction.

These focus points respond to practical needs observed in many Islamic educational institutions, where teachers often struggle to assess affective aspects due to lack of clear guidelines and appropriate tools. By addressing these challenges, this study aims to bridge the gap between theoretical frameworks and classroom realities to strengthen theoretical and practical understanding of affective evaluation, and to encourage the adoption of more comprehensive, character-oriented assessment practices in Arabic language learning.

Ultimately, this paper emphasizes that the success of Arabic language instruction should not be measured solely by academic achievement, but also by the development of students' positive attitudes and values toward the Arabic language and Islamic culture. Integrating affective evaluation is a strategic effort to foster balanced, meaningful, and sustainable learning experiences.

## METHOD

This study uses a qualitative approach with a *library research* method that focuses on collecting and analyzing relevant written sources. This approach was chosen because it is appropriate for studying theoretical concepts related to affective evaluation in Arabic language learning. A total of 45 academic sources were analyzed, including scientific journals, educational textbooks, and national policy documents relevant to the topic. To ensure the relevance and quality of the data, sources were selected based on the following criteria: publication date between 2015 and 2025, academic credibility, and direct relevance to the core variables of this study. The literature was systematically categorized into three main groups: (1) theoretical frameworks of affective evaluation, (2) empirical studies related to Arabic language learning and affective domains, and (3) policy and curriculum documents within the Indonesian Islamic education context. The data collection process involved a thorough screening of databases such as Google Scholar, Scopus, and institutional repositories. The selection procedure included reviewing abstracts and full texts to ensure alignment with the study's objectives. The analysis technique used is *descriptive-analytical*, involving a detailed review of the literature content, identification of recurring patterns and themes, and the synthesis of findings into a coherent conceptual framework. To enhance the validity of the findings,

*source triangulation* was employed by comparing opinions and results from multiple references across different categories. Throughout the analysis, special attention was paid to the contextual nuances of Arabic language learning in Indonesian madrasas and universities to ensure the practical relevance of the conclusions drawn.

## RESULT AND DISCUSSION

### Position of Affective Evaluation in Arabic Language Learning

Affective evaluation in Arabic language learning plays an important role as a tool to measure and understand the attitudes, motivations, and internalization of religious values of students as a whole (Achmad, 2022). The main focus of this evaluation is on the stage of internalization of values in the affective domain according to Bloom (1956), which shows the extent to which students are able to apply the values of language and Islamic teachings in everyday life (Putra, 2024). When affective dimensions are neglected, instruction tends to overemphasize rote memorization and grammatical accuracy, undermining the holistic goals of Islamic education that prioritize character formation.

The development of relevant affective indicators is very important, such as respect for Arabic, consistent learning motivation, and sincerity in practicing Islamic values through the language. These indicators can be measured objectively using the right instruments. Educators need to master the techniques of using instruments such as behavioral observations during the learning process, attitude questionnaires, reflective journals, so that affective evaluations can run optimally (Busnawir et al., 2025). However, the consistent application of these tools demands teacher expertise and institutional support.

However, in Arabic language learning practices, affective evaluation often lacks serious attention (Riyanti et al., 2023). This is not merely a technical issue but reflects deeper systemic and structural problems. Time constraints, for example, are often a result of rigid curriculum structures that prioritize cognitive content over character development. Similarly, the lack of training for teachers stems from policy decisions that underinvest in professional development focused on non-cognitive domains. These structural barriers reinforce a perception that affective assessment is

optional or secondary, rather than integral to Islamic education. Therefore, increasing teacher capacity through professional training and providing supporting resources is very necessary so that affective evaluation can be implemented effectively and sustainably.

In addition, affective evaluation must be adjusted to the cultural and social context of students so that the assessment results are more relevant and meaningful (Yuniati & Fathoni, 2025). An integrated and continuous evaluation approach from the learning planning stage to the final reflection will provide comprehensive data to develop positive attitudes and Islamic characters of students consistently in Arabic language learning.

### Affective Domain in Educational Theory: Conceptual Review

The affective domain is an important part of learning. Bloom (1956) divided this domain into five levels ranging from accepting to internalizing values (Khumaimah, 2024). A deep understanding of these levels is important for designing evaluations that can measure changes in attitudes and values systematically (Ulfah & Arifudin, 2023).

However, the application of Bloom's affective taxonomy in contemporary Islamic education raises several challenges. The taxonomy was developed in a secular Western academic context, which may not fully capture the nuances of religious or spiritual values emphasized in Indonesian Islamic education. This requires contextual adaptation of the taxonomy to ensure it aligns with Islamic pedagogical goals and the socio-religious realities of students. (Meyliasari, 2024).

In the context of Islamic education, the affective domain plays a crucial role in the formation of character and morals of students according to religious teachings (Nurjadid et al., 2025). Therefore, affective evaluation must be designed to assess the extent to which students internalize Islamic values in their daily lives. This evaluation not only assesses cognitive aspects, but also moral and spiritual aspects, so that it is relevant to the overall goals of Islamic education.

The success of affective evaluation is highly dependent on the use of valid and reliable assessment instruments, as well as the competence of educators in carrying out the assessment (Maulani et al., 2024). As previously noted, evaluation design

must remain sensitive to students' socio-cultural backgrounds to maintain relevance and accuracy. Therefore, the development of instruments that are in accordance with local characteristics is very important to support the effectiveness of affective evaluation.

Yet, such development efforts often face policy-level limitations. National education assessments and teacher training programs in Indonesia predominantly emphasize cognitive outcomes, leaving little institutional support for non-cognitive assessment. As a result, teachers may lack both the time and guidance to create or adapt culturally responsive affective instruments. This policy orientation creates a structural gap between the goals of Islamic education and the realities of classroom evaluation.

Affective evaluation also acts as a motivator that helps students develop positive attitudes towards learning and religious values. Research shows that positive attitudes can increase students' learning motivation and achievement, while negative attitudes actually hinder the learning process (Ilahude et al., 2023). Thus, affective evaluation becomes a strategic tool in shaping students' character while improving the quality of learning.

### **Principles and Indicators of Affective Evaluation**

Affective evaluation must be carried out based on the main principles. The principle of objectivity requires educators to assess students' attitudes and values fairly, without bias or prejudice. Validity is a requirement so that the evaluation truly measures the targeted affective aspects, not other irrelevant things. In addition, reliability must be maintained so that the evaluation results are consistent if repeated under the same conditions (Siyami et al., 2024).

In designing affective evaluation indicators, educators need to identify attitudes, motivations, and values to be measured specifically and measurably (Hayati et al., 2023). For example, attitude indicators can include the level of active participation of students in the learning process, seriousness in completing tasks, and responsibility for learning activities. Motivation and interest indicators also need to be included, such as interest in Arabic language materials and the desire to continue learning.

The development of assessment instruments for the affective domain generally uses a non-test approach, such as observation, interviews, and questionnaires (Hamzah & Uno, 2001). This approach allows educators to obtain richer and more contextual data related to student attitudes and values (Busnawir et al., 2025). Direct observation during learning provides a real picture of student behavior and interactions, while interviews can explore student motivations and views in depth. A well-designed questionnaire can also collect quantitative data that facilitates systematic attitude analysis.

In addition to technical aspects, the development of affective evaluation instruments must also be adjusted to the cultural and social context of students. Instruments that are not relevant to local values and customs can lead to misunderstandings and inaccurate results (Wahyuni et al., 2025). Educators need to collaborate with relevant parties, such as community leaders or local education experts, to develop appropriate instruments (Ainissyifa et al., 2024). Thus, affective evaluation is a means of building awareness and appreciation of cultural values.

However, despite the clarity of these principles and methods, many educators struggle to implement affective evaluation effectively. Structural challenges—such as large class sizes, limited instructional time, and performance-oriented school systems—often make it difficult for teachers to apply individualized, observation-based assessments. Moreover, policy frameworks at the national level still prioritize cognitive outcomes, while affective and character-based competencies remain secondary in both curriculum documents and standardized assessments.

This creates a systemic gap where teachers lack not only training but also institutional support and motivation to integrate affective indicators meaningfully into their evaluation practices. Without changes at the structural and policy level, affective evaluation risks remaining idealistic rather than practical in real classroom conditions.

### **Challenges of Implementing Affective Evaluation in Arabic Language Learning**

The implementation of affective evaluation in Arabic language learning faces a number of quite complex obstacles. One of the main challenges is the



low pedagogical literacy of teachers regarding the importance of the affective domain in the learning process (Afifah et al., 2025). Many educators still focus on the cognitive aspect because it is easier to measure and is the main benchmark in formal assessments. This preference is partly because cognitive outcomes are quantitatively measurable and form the primary basis for official accountability metrics, thus reinforcing teachers' prioritization of these aspects over affective dimensions.

This tendency is reinforced by national education policies and assessment standards that prioritize academic grades. The pressure to meet minimum passing criteria (KKM), for instance, often leads teachers to allocate more time to subjects with high-stakes testing, leaving affective dimensions unaddressed. Moreover, the lack of affective indicators in official assessment rubrics discourages teachers from developing their own models, especially if such efforts are not institutionally recognized or rewarded.

Limited teaching time is also a challenge in implementing affective evaluation (Nurmela et al., 2025). The current curriculum structure in many Islamic educational institutions tends to be overloaded, with tight schedules and an emphasis on textbook completion. This structural rigidity reduces the flexibility needed for implementing affective evaluation, which requires prolonged observation and reflective dialogue. Without sufficient time, teachers are unable to explore relevant information related to students' values, emotions, and learning motivation.

The next challenge is the absence of contextual and standardized instruments (Hidayat et al., 2023). Many teachers have difficulty finding or developing measuring instruments that can capture affective indicators validly and reliably. This is partly due to a lack of centralized guidelines on affective assessment from the Ministry of Religious Affairs or related institutions. The absence of such frameworks leaves educators without reference points, increasing inconsistency and reducing confidence in applying affective assessments.

Lack of technical training for teachers in implementing affective evaluation is also a significant obstacle (Candira et al., 2025). Educators need to understand not only what to evaluate, but also how to evaluate it professionally and ethically. Many teachers are not accustomed to conducting

systematic observations or developing assessment rubrics for aspects of attitudes and values. This issue reflects a wider problem in teacher education and certification programs that tend to focus more on cognitive and content mastery, rather than holistic assessment literacy.

Resistance from students and minimal support from educational institutions are the last challenges that need to be considered (Asrofi et al., 2025). Some students feel uncomfortable when their personal attitudes or values are assessed, especially if it is done explicitly and without an empathetic approach. On the other hand, schools do not provide supporting policies, such as observation schedules or facilities for documenting affective assessments. This indicates a systemic lack of institutionalization of affective evaluation as a core component of the learning system. Without structural support, affective assessment efforts remain isolated and unsustainable.

### **Affective Evaluation Integration Strategy in Arabic Language Learning**

One effective strategy is to insert value reflection in every learning activity (Solihatin & Mirza, 2024). For example, after reading a text about speaking etiquette, teachers can ask students to write down their views on how the values in the text can be applied in everyday life. Teachers can evaluate not only language comprehension but also the depth of internalization of values. This strategy supports a constructivist approach that emphasizes students' emotional involvement.

Another strategy is through daily observation of learning behavior documented in an observation journal (Sidhik et al., 2024). Teachers can record affective indicators such as patience in group work, neatness in writing Arabic letters, and activeness in asking questions. For example, a student who consistently helps his friends understand Arabic texts shows important social values. This technique allows teachers to capture affective processes that cannot be captured by written tests.

In addition to observation, informal interviews are also a way to explore affective aspects (Busnawir et al., 2025). Teachers can ask students personally about their interest in Arabic lessons, the emotional challenges they face, and their feelings about the material being taught. The results of these interviews provide teachers with qualitative data

that can be used to assess students' emotional involvement.

The use of attitude questionnaire instruments is also relevant as a data complement (Saadi, 2025). Teachers can create a Likert-based questionnaire that assesses attitudes towards learning Arabic, such as "I feel Arabic is important for my life" or "I feel happy when studying classical Arabic texts." The scores from this questionnaire can provide an overview of the overall class attitude and form the basis for more appropriate pedagogical interventions.

Integration of affective evaluation can also be applied through project-based assignments. For example, students are asked to make an Arabic drama video with the theme of morals. In this activity, teachers can assess teamwork, sincerity, responsibility, and enthusiasm of students. In addition, evaluation is carried out not only on the results, but also on the process, such as punctuality, empathy in group work, and enthusiasm during presentations.

Additionally, implementing learning portfolios can be an effective strategy for evaluating students' affective aspects. Through portfolios, students can collect various learning evidence such as personal reflections, diaries, project results, and feedback from teachers and peers. For example, students may be asked to write a weekly journal reflecting on their learning experiences, emotional challenges, and the values they have learned from Arabic materials. Teachers can evaluate the consistency of positive attitudes, the development of empathy, and the students' commitment to the learning process.

What makes these strategies effective is their alignment with the long-term goals of character education. Rather than being isolated activities, they can be embedded into daily classroom routines and supported by school-wide culture (Arini, 2024). However, their successful implementation heavily depends on structural factors such as supportive policies, availability of assessment documentation systems, and administrative flexibility. Without these, teachers face systemic obstacles including insufficient training time, lack of incentives, and rigid curriculum demands that hinder consistent use of affective evaluations. Therefore, integration efforts must not only be pedagogical, but also structural.

## **The Role of Technology in Supporting Affective Evaluation**

The use of technology in Arabic language learning is increasingly relevant, not only for mastery of the material, but also in supporting affective evaluation (Ariza & Afifah, 2024). Technology provides a variety of media that allow teachers to record, analyze, and assess students' attitudes and values more systematically (Munawir et al., 2025). With the support of digital platforms, teachers can monitor affective development in real-time and comprehensively. This opens up opportunities for more objective and documented evaluations. Therefore, technology integration is a strategic alternative in making the affective assessment process more effective.

Learning platforms such as Moodle, Edmodo, and Google Classroom provide features that facilitate the evaluation of attitudes, interests, and participation. Through reflective assignments, discussion forums, and attitude-based quizzes, teachers can observe students' emotional involvement. In addition, the use of online surveys such as Google Forms helps in collecting attitude responses quickly and accurately. The results obtained can be processed directly for individual or class assessment purposes. This speed and ease of access accelerates the evaluation process compared to conventional methods.

Technology also allows documentation of observations in the form of video, audio, or digital notes (Komalasari et al., 2025). Teachers can record the learning process that shows affective behavior, such as cooperation, empathy, and sincerity of students. However, digital recording raises ethical concerns, especially regarding privacy and consent. Teachers must ensure that students are aware of how their behavior will be assessed and how data will be stored and used. This requires specific teacher training on digital ethics and data protection to ensure compliance and build trust among students and parents. Without clear ethical guidelines, technology-based affective evaluation risks being intrusive.

Moreover, not all educators are able to operate digital platforms optimally. This reflects a broader issue of digital inequality in the professional development ecosystem. Many Islamic schools, especially in rural areas, lack access to ICT training that includes affective assessment (Hazizah &

Rigianti, 2021). Government or institutional initiatives aimed at digital literacy upskilling for teachers could help bridge this gap, but current policies have yet to fully address these needs. As a result, there is a gap between the potential of technology and its actual implementation in the classroom.

In addition to the teacher's side, the readiness of students to participate in digital-based affective evaluations also needs to be considered. Not all students have access to devices and stable connections, especially in remote areas. This can affect the accuracy of affective data collected online (Sinambela et al., 2024). The digital divide thus creates equity concerns, where students in underserved areas may be excluded from meaningful assessment or receive biased evaluations. Therefore, a mixed approach between digital and face-to-face evaluations is needed so that the assessment process remains inclusive. This hybrid approach allows teachers to balance between technological efficiency and the depth of direct interaction.

With the right integration, technology can enrich the practice of affective evaluation in Arabic language learning. Not only as an administrative tool, but also as a pedagogical medium that supports the formation of positive attitudes in students towards the language and Islamic values. To realize this potential, systemic investment is needed-not only in hardware and software, but also in building teacher digital literacy and institutional capacity for affective data management. This step will make Arabic language learning more holistic and contextual.

## CONCLUSION

This study highlights the importance of integrating affective evaluation in Arabic language learning as part of holistic Islamic education. It offers practical principles and strategies for teachers and curriculum developers to assess students' attitudes, motivations, and values. However, structural and policy challenges, such as limited teacher training, lack of institutional support, and technology access must be addressed for effective implementation. Implications include the need for policy reforms, enhanced teacher professional development, and equitable technology integration. Future research should empirically test affective evaluation models and develop culturally relevant assessment tools to

ensure meaningful impact on student character and learning outcomes.

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