

ABSTRACT

Ghisena Aghisni. NIM. 210211020023, *Implementation of Affective Domain Assessment Based on the Merdeka Curriculum in Islamic Religious Education Subjects at Public Senior High Schools in Tanah Bumbu*, Supervisor I Dr. M. Ramli, M.Pd, and Supervisor II Dr. H. Asikin Nor, M.Ag., at the Graduate Program of Islamic Religious Education, UIN Antasari Banjarmasin. Graduation Year: 2025.

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. Affective domain assessment plays a crucial role in Islamic Religious Education as it contributes to shaping students' character in alignment with Islamic values and the Pancasila Student Profile. This study focuses on the implementation of affective assessment and the challenges faced by teachers in its application at the senior high school level, with the aim of contributing to the improvement of affective assessment quality in schools. The research aims to provide an in-depth understanding of the planning, implementation, and challenges in the implementation of affective assessment based on the Merdeka Curriculum in Islamic Religious Education.

This research employs a qualitative approach with a descriptive method to systematically and factually depict the implementation of affective domain assessment based on the Merdeka Curriculum in Islamic Religious Education subjects at public senior high schools in Tanah Bumbu. This method was chosen to deeply describe the phenomena occurring in the field and understand the strategies and challenges faced by teachers in conducting affective domain assessments.

The findings indicate that in the planning stage, teachers have formulated learning objectives and affective indicators aligned with the principles of the Merdeka Curriculum. Observation techniques and affective journals have been designed as instruments to monitor students' attitude development. However, the development of assessment rubrics and the use of questionnaires as additional instruments still need further improvement. During the implementation stage, affective assessment is still predominantly conducted through direct observation of students' behavior. Teacher reflection and feedback have been applied to enhance learning effectiveness, but the documentation of affective records has not been optimized. The integration between affective aspects and academic achievements has begun to be implemented, although still in an implicit manner. The main challenges faced include time constraints in the observation process, subjectivity in assessment, and the absence of specific features for affective domain assessment in the e-report system. Additionally, inconsistencies in student behavior and the lack of variation in assessment techniques also pose challenges in implementing affective domain assessments.