# Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning: A study at Senior High School in Rejang Lebong

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# Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning: A study at Senior High School in Rejang Lebong

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## ARTICLE INFO

## ABSTRACT

Learning which is the domain of education in the cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects, is still the reference and the target of learning outcomes, including the learning process of Islamic Religious Education (PAI) in Senior High School in Rejang Lebong. This research is qualitative. Therefore, the author takes a descriptive approach, which is carried out because this author occurs authentically and naturally. The subject of study is the principal, the PAI subject teacher, and 30 students. The data collection technique is done by interview, observation, and documentation. According to the findings of this study, the educational process consists of three main elements: intake, processing, and output. Students from varied backgrounds are the input in question. The process is a learning activity in which the instructor provides and students grasp the content. Several educators measure emotional features in various methods, including monitoring students during teaching and learning. The affective aspect refers to the emotional or feeling aspect. The mass media provide emotional stimulation to the audience, giving rise to various feelings for each individual.

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## 1.   INTRODUCTION

Learning, which is the field of education in terms of cognitive (knowledge), affective (attitude), and psychomotor (skills), is still the point of reference and the goal of learning outcomes, including the learning process of Islamic Religious Education (PAI) in Senior High School. The school has students from many different religions, especially a few Muslim students, making it hard to manage the PAI learning process. (Haryadi & Aripin, 2015). In Arabic, there are various names for education, including *ta'lim* (teaching), *ta'dib* (educating), and *tarbiyah* (learning) (educating). However, according to al-Attas

in Hasan Langgulung, the term 'dib' is more acceptable for usage in Islamic religious education since it is neither too limited just to educate nor too wide, as the word *tarbiyah* is also used for animals and plants with the sense of nurturing. In later advancements, the word *adab* is employed for literature in the field of speciality in science, and *tarbiyah* was utilized in Islamic education until it became prevalent. Thus, Islamic Religious Education in schools aims to increase belief in, understanding of, appreciation for, and application of Islamic religious beliefs. Rahman (2009) explained that several factors must be considered when learning Islamic Religious Education, including Islamic Religious Education (PAI) as a conscious effort, namely an activity of guiding, teaching, or training carried out in a planned and conscious manner to achieve the goal. Learners must be prepared to attain Islamic Religious Education goals. Islamic Religious Educators or Teachers (GPAI) must be prepared to carry out their responsibilities, which include planning, guiding, teaching, and training. PAI learning activities aim to increase belief in, knowledge of, appreciation for, and application of Islamic religious beliefs.

For youngsters, problem-solving is a more difficult phase. Children must first be able to identify methods to solve issues before they can solve them. PAI instructors must be able to convert the Islamic religious education curriculum into learning domains that encompass cognitive, emotional, and psychomotor components. The creativity of PAI teachers in developing the three learning domains is a fairly complex process because teachers are not only required to involve students in receiving and absorbing the information conveyed by the teacher but also trying to involve students in all pedagogical activities. From this process, students can produce a gradual change in themselves, especially in aspects of knowledge, attitudes, and skills. These changes can be seen in the learning achievement produced by students based on the evaluation given by the teacher. As part of other subjects, Islamic Religious Education is a guidance activity directed at increasing the students' belief, understanding, appreciation, and practice of the Islamic religion, shaping personal qualities, and forming social piety. However, the condition of PAI learning at the school was less effective, although that did not mean it did not exist at all (Hatta, 2016). The development of cognitive aspects is significant because the development is different for each child. Cognitive development also refers to the ability of a child to acquire meaning and knowledge where each child or individual has a different understanding of every piece of information he gets. Cognitive development includes the process of remembering. Every child can recognise that sooner or later, problem solvers can or do not solve a problem; they face decision-making. If they have a problem, they have to decide whether their decision is right or not to solve the problem.

Affective assessments carried out by teachers at the time of learning still appear that many have not used the rules of assessment per the writing instructions in affective assessment. The results of interviews with several teachers evidence this. If there is an assignment, he often doesn't collect it, even though effective assessment is very influential on the results obtained by students during learning (Muslich, 2014). No one has made it to assess social attitudes in students. This needs to be initiated, considering that character education is being promoted by the current government. Conduct an effective assessment of social attitudes. This assessment can be carried out by several educators conducting assessments in various ways, namely observing students during the teaching and learning process using observation sheets and observations made by educators by looking at the condition of students during lessons. If students sit quietly and pay attention, they are given good grades, while students who are not sitting quietly are given fewer marks, and some give affective values that are equated with cognitive scores. This condition shows that practical assessment is carried out not using the actual assessment procedure, so it is necessary to make an effective assessment model under the curriculum's technical instructions (Satria, 2018). Affective is an assessment of a person's ability seen from the attitude and assessed from every activity in school. The development of this affective aspect is not only related to a person's self but can be seen by others, namely the character, which includes feelings, attitudes, emotions, interests, and attitudes shown in their daily lives. A person's judgment will never be separated from the cognitive and psychomotor realms. The problem we often see at senior high school is the teacher's way of applying the cognitive aspect itself, how the teacher conveys materials so students remember well.

There are some previous researches to support this research. First, Nurbudiyani's (2013) study, "Implementation of Cognitive, Affective, and Psychomotor Measurements in Class III IPS Subjects at SD Muhammadiyah Palangkaraya," demonstrates that in a learning process, assessments or evaluations are always necessary so that a teacher obtains completeness of student ability data to have their abilities. Assessment will also be meaningful when a teacher does not only do one or two assessments but is done as often as possible. Continuously monitoring the extent to which learning objectives have been met. Furthermore, the evaluation must be able to describe students' skills in three domains: cognitive, emotional, and psychomotor. To assess the cognitive domain, a multiple-choice exam was used, while an observation sheet was used to assess the emotional and psychomotor domains. Furthermore, Pohan et al. (2017) conducted research with the title "Implementation of Cognitive, Affective, and Psychomotor Aspects of Students in Madrasah Ibtidaiyah Private Amal Shaleh Medan" demonstrating that the supporting factors for the cognitive, affective, and psychomotor aspects of student guidance at MIS Amal Shaleh Medan are adequate infrastructure (school buildings), there is a prayer room. The community around the school supports every implementation of student activity at MIS Amal Shaleh. Moreover, two issues at MIS Amal Shaleh Medan are impeding the cognitive, emotive, and psychomotor elements of student mentoring. 1). Internal variables (in students). Psychological elements are internal factors. Such as pupil enthusiasm to study and student attentiveness to the instruction. 2) External influences (aspects of learning that are beyond the student's control) and external variables (from outside the student). As an example, consider the family aspect. Pupils that have low achievement, negative attitudes, and no skills or whose learning process is disturbed due to familial influence. For example, the influence of broken homes, the economic situation of students' families who are underprivileged, so that school equipment and basic needs of students are not met properly, lack of attention from parents due to being busy with work or career, so that students' cognitive, affective, and psychomotor aspects of learning are neglected. Unlike prior studies, the researcher emphasized the application of methodologies in accomplishing the cognitive, emotional, and psychomotor elements of Islamic learning in this study.

According to some previous research above, the researcher is wondering how teachers used to achieve students' cognitive, emotional, and psychomotor skills. In the previous research, some researchers focused on the measurement, the implementation, and the facility of the school itself. The researcher conducted something different in this research: the teachers' method to achieve students' cognitive, emotional, and psychomotor skills during the teaching and learning process. This research is beneficial for instructors as a reference to choose the best way to assist kids in developing cognitive, emotional, and psychomotor abilities.

## 2.   METHODS

This research is included in qualitative research. Therefore, the approach that the author takes is a descriptive approach that is carried out because this author occurs in real life. Participants in the study were the principal, homeroom teacher, Islamic religious education teacher, and students learning Islamic religious education. The location and participants of the researchers were chosen by the researchers because of the existing analysis.

The interview conducted at SMA Muhammadiyah 01 was directly related to the incident and also the implementation. A technique in data collection carried out by researchers related to the title is through the process of observation, interviews, and documentation. Meanwhile, the data analysis process in this study consisted of 3 stages: reducing data, presentation data, and data verification. Reducing data means selecting and sorting which data will be taken after the data is obtained and focusing on what is essential. If something is unimportant, it will not be taken for further research. From the selection process, a presentation of data will be made in the form of diagrams, charts, brief descriptions, and other forms. From the presentation of this data, researchers can make it easier to conduct research, and it is also easy to understand the state of what is being studied and can be used to plan further research. Data verification is a process from the selection made. An initial conclusion is

made from what is obtained and whether the data is valid. Then it is verified to look for more in-depth data and can better understand the information obtained from the data.

## 3.    FINDINGS AND DISCUSSION

### 3.1. *Methods in Achieving Affective and Psychomotor Cognitive Aspects in Islamic Religious Education learning*

**Cognitive aspect**

The educational process is made up of three basic components: intake, processing, and output. Students from varied backgrounds are the input in question. The process is a learning activity in which the instructor provides and students grasp the content. The output is the outcome of the study, which includes cognitive, emotional, and psychomotor outcomes. The learning process is the one that will determine whether or not students' abilities and learning results are satisfactory. The effectiveness of the learning process will undoubtedly be impacted by a variety of elements, including the school environment, family, and the students themselves. Students who are learning and developing have distinct personalities and characteristics that they bring to the learning process. Because of its distinctiveness, students respond differently to understanding a lesson. Both in terms of attitudes and learning methods that promote academic performance (Rijal & Bachtiar, 2015).

Based on the results of the researcher's interview with Mr. Y as a teacher at High School, when using the cognitive aspect, he used what method?

> Mr. Y explained that he also uses the question and answer method to increase knowledge in every teaching and learning process, in addition to increasing knowledge in each lesson, question and answer can also increase familiarity with students where when asking questions, use vocabulary that is very understandable so students also feel the questions are not too difficult, this process is also sometimes very eagerly awaited by students because, after each question and answer, there is a reward distribution session, in addition to using the Q&A method, Mr. Y also uses the lecture method, where Mr. Y explains he explains the material while the students listen while summarize what is important.

> Mr. Y also explained that he used the Understanding method to understand one's ability to comprehend or comprehend anything after it has been learned and recalled. In other words, comprehension is knowing something and being able to perceive it from other perspectives. A learner is deemed to grasp something if he can explain or describe it in more depth using his own words. Comprehension is a higher degree of cognitive skill than recollection or memorization.

From the results of the interview with Mr. Y, as a subject teacher, we can understand that when a teacher uses the Q&A method, the teacher can see or invite students to become what a teacher wants.

**Affective aspect**

Affective learning strategy is a strategy that is oriented toward achieving the goals of effective attitudes and skills. This strategy generally exposes students to problematic situations, so special skills are needed to solve these problems according to their respective ability levels. The conceded model developed by Paul is an alternative learning strategy that can shape the personality of students. One of the implementations is to invite students to look at problems from various points of view to increase their insight and certain attitudes according to their values (Kadir, 2015).

The interviews conducted with the Islamic Religious Education subject teacher, Mr. Y, explained that:

> Mr. Y explained that he used the debate method to find out what they were doing in each debate, he also said to find out how far the student's attitude towards their classmates was. The debate method can also strengthen kinship, where they will feel more courageous in expressing feelings of brotherhood.

> Then to find out the extent to which teachers have succeeded in using this method when students can understand what is learned and can practice it in the school environment and outside the school environment.

As for the results of interviews with class XI students in learning Islamic Religious Education, the students explained that:

> When dealing with their friends, students always say hello when they meet their teacher and shake hands when they meet a teacher outside of school and greet and shake their hand, they also respect their brother when in the school environment or outside of school.

Based on the findings of interviews, it is possible to infer that Islamic Religious Education learning activities utilizing the exercise and debate technique makes students happy because of mutual respect for classmates. Even so, while each approach has flaws in its application, the procedure may still be carried out effectively and reach the intended goals of the school, the instructor who teaches, or the students themselves.

**Psychomotor aspect**

The psychomotor element is concerned with the domain of skills or the ability to act following a learning experience. This domain is organized into seven learning degrees, ranging from the most basic to the most complicated. Cognitive and emotional learning results are carried over into psychomotor learning outcomes. This will be possible after students show certain behaviours or actions under the meanings contained in these two domains in everyday life.

The interviews conducted with the Islamic Religious Education subject teacher, Mr. Y, explained that:

> Mr. Y said that in the assessment he did every time before starting the lesson he required every student to read the Qur'an but it was not mandatory to be able to use Tajweed because he understood that not all students could use tajwid he also required students to memorize a minimum of 10 short verses, Mr. Y also saw every student from his family background said that half of their students work, besides that Mr. Y also uses prayer practice books so Mr. Y can see the extent to which students practice worship.

The results of the interview with Mrs.Yn as the school principal:

> She explained that he provided a laboratory for every practical use at school and any tools teachers needed to make it easier to practice.

As for the results of the interview with class XI students learning Islamic Religious Education, the student explained that:

Students apply whatever they remember when after the lesson begins; they say to apply good habits are difficult at first, but if it is carried out continuously, they will get used to it.

Based on the results of all the interviews conducted by researchers, it can be concluded this school is currently carrying out Teaching and Learning Activities (KBM) using a face-to-face system that was only implemented a few weeks ago by implementing health protocols while in the school complex. Some time ago, this school also used an online learning system that caused students to still come to school once a week just to take assignments or duplicate assignments for learning so that the material they wanted to learn could be conveyed properly.

### 3.2. *Method constraints in achieving Cognitive, Affective, and Psychomotor aspects*

**Cognitive aspect constraints**

Based on the results of an interview with Mr. Y as a teacher of Islamic Religious Education:

He revealed that in using the method, the dominant students were less active during learning, the teacher was difficult to arouse the enthusiasm of the students to ask questions, at the time of learning only the teacher asked the students a lot, the teacher only emphasized the transfer of knowledge (telling). Maybe the teacher is still not used to emphasizing the importance of encouraging students to be involved in the process of finding out for themselves until students can find the knowledge of what they are learning. In addition, the teacher also rarely invites students to conclude what they have collected, the teacher here immediately asks students to communicate. With the teacher asking students to conclude before communicating, students are more trained to get used to concluding what they are learning. Thus, it can increase the knowledge and skills of students to be more active when learning.

Then Mr. Y conveyed what obstacles were experienced by the students:

Mr. Y explained that the obstacle in using the method in the cognitive aspect was the lack of enthusiasm or the lack of students asking questions when learning was taking place. Students also often paid more attention than asking questions.

As for the results of the interviews above, we can conclude that there must be Kendal every time uses a method in learning. Whatever the problem, the teacher must understand every student so that every student can understand the learning.

**Affective Aspect constraints**

As for the results of the interview with Mrs. Y as the head of the school

He revealed that in using the training method the obstacles can sometimes hinder the talent and initiative of students, because students are more brought to adjustment and directed away from understanding then Causing static adjustments to the environment, and sometimes exercises that are carried out repeatedly are things that monotonous and can lead to verbalism, then Bu Yuni also uses the group method. A discussion cannot be predicted how will turn out because it depends on student leadership and the participation of its members. A discussion requires certain skills that have not been learned before. The discussion can be mastered (dominated) by several outstanding students. Not all topics can be the subject of discussion, only problematic matters can be discussed. The in-depth discussion takes a lot of time. Students should not feel pressed

for time. The feeling of being limited in time creates superficiality in the discussion so the results are not useful.

Then an interview was conducted by Mr. Y an Islamic Religious Education Teacher

That he revealed that in using the debate method, there were also obstacles. He said that in using the debate method, only a few students were active, the rest just followed without participating in the debate and the lack of enthusiasm for learning would begin.

As for the results of interviews with student teachers, Mr. B said:

The attitude of students when in the school environment is good, but some do not depend on each student because each student has a different background where some students live in orphanages and some have to divide their time between work and school, some students also still need encouragement to want to learn, students who are in their school environment have a sense of saying fellow friends, helping each other and respecting each other.

**Affective Aspect constraints**

As for the interviews conducted by Islamic Religious Education Subject Teachers:

Implementation of practice in schools usually runs smoothly where students always pay attention to what is used when carrying out practice and students are also easier to understand when teachers use direct practice tools, the obstacle in implementing these practices is that teachers are less creative in making methods to be used as materials. In practice, some students also prefer to pay attention compared to asking directly.

He revealed that not all students who are in school do what has been taught at school. All students want to be encouraged to be more active in school.

So we can conclude that every use of cognitive, affective, and psychomotor aspects must have obstacles, obstacles experienced in the school environment or outside the school, obstacles experienced in the school environment when going to practice, and when finished practising.

*Discussion*

**Application of Cognitive Aspects of Affective Aspects and Psychomotor Aspects in Islamic Religious Education learning**

Each educational process has three components: intake, processing, and output. The input is students with a background, and the output is the outcome of the research, which includes Cognitive, Affective, and Psychomotor components, which are the three characteristics that decide whether or not the capacity of student learning outcomes is excellent or not. In Bloom's Taxonomy, there are some phases to applicate the cognitive aspect. First is knowledge. Knowledge includes the mind's memory of things learned and stored in memory. Knowledge stored in memory is retrieved when needed. The second is understanding. The ability to grasp the meaning and significance of what is being studied. Third is an application. The capacity to apply a rule or approach to a tangible, genuine, and fresh situation or problem. Fourth is analysis: The ability to divide complex information into little pieces and link information to other information. Fifth, Synthesis is the capacity to create a new unit or pattern. The components are linked. Then, Evaluation: The capacity to offer an appraisal of learning material, an argument about anything known, understood, performed, examined, and generated (Winarni et al., 2022).

Bloom's taxonomy is commonly used in developing learning and learning objectives, as well as numerous learning activities. Bloom developed two learning domains at the start of his taxonomy: the cognitive domain: mental skills (knowledge) and the affective domain: the development of feelings or emotional fields (attitudes). Simpson developed the psychomotor domain in 1966 to supplement Bloom's taxonomy: manual or physical abilities (skills). Simpson (1967) proposed "The Classification of Educational Objectives in the Psychomotor Domain," while Dave proposed the "Psychomotor Domain".

In assessing affective aspects, several educators conduct assessments differently, namely by observing students during the teaching and learning process (Muhibbin, 2010). The affective aspect refers to the emotional or feeling aspect. The mass media provide emotional stimulation to the audience, giving rise to various feelings for each individual.

**Some popular effective learning models**

a. Model Consideration: Humans are frequently selfish, preoccupied with being worried, and busy taking care of themselves. Students are taught to care more and pay more attention to others by using the consideration model so that they can get along, work together, and live in harmony with others. There are some steps to apply this method; the teacher must introduce the students to the scenarios. Then, have students evaluate the event for hidden indications about other people's feelings, needs, and interests. After that, the students give respond in writing. Then the responses would be examined by their peers. For the next step, encourage students to consider the repercussions of their actions. The last is to allow students to make their own decisions.

b. Rational formation method

People in life embrace values as the benchmark for all of their activities. Some of these values are concealed, while others are clear. Values are likewise multidimensional, with some being relative and others being absolute. The rational building paradigm seeks to foster mature value thinking. To succeed in this method, the teacher needs to face some steps; namely, the teacher should identify situations where there is a discrepancy or deviation in action, and then the teacher should gather additional information. After the information is gathered, the teacher must analyze the situation by adhering to the norms, principles, or provisions that apply in society. Next steps, the teacher must consider alternative actions by considering the consequences, and the teacher should make decisions by adhering to legal principles or provisions in society.

c. Value clarification

Everyone has several values, whether they are visible or hidden, conscious or unconscious. Clarification of values (value clarification model) is a teaching strategy that uses questions or the assessing process (valuing process) to assist students in developing assessing abilities in value-rich areas of life. The usage of this approach seeks to make students aware of their values, bring them up and reflect on them, and provide them with the skills needed for the evaluation process.

**Value classification learning steps**
1. election: students choose actions freely from several alternative actions considering the goodness and consequences,
2. Respect the choice: students respect their choices and reinforce their choices.
3. To do: students do actions related to their choices and repeat them on other things

**Some popular effective learning models**

The psychomotor aspect relates to student learning outcomes whose achievement is through manipulation skills involving muscles and physical strength. Psychomotor aspects include student skills, or knowledge processes based on developing mental processes through muscle aspects and

forming skills. In the psychomotor domain, most of us associate motor activity with physical and athletic education, but many other subjects, such as writing by hand and word processing, also requires movement. The psychomotor area is an area related to aspects of physical skills (Oktavia et al., 2019). According to Kunandar in Haristo Rahman (2020), psychomotor is the result of learning achievement through skills closely related to knowledge competencies (cognitive and affective). When students have understood and lived the values of the lesson in themselves, then the next stage is that students can practice their understanding in everyday life. Cognitive and affective learning outcomes appear in the tendency to behave and act following the meaning contained therein and are shown by students as a psychomotor domain.

Psychomotor abilities include (1) perception related to the function of the five senses, for example, recognizing colours. (2) Readiness relates to students' physical and emotional abilities in making movements. (3) Guided movements are related to movements performed following the examples given. (4) Accustomed movements are related to independent movements without having to be accompanied by examples. (5) Complex movements are concerned with developing movements independently of each other properly. (6) Movement adjustment is related to the ability to adapt movements to existing standards. (7) Creativity is related to the ability to make a new movement independently. Psychomotor is an ability that shows certain actions following those contained in the cognitive and affective domains (Haristo Rahman, 2020).

**Constraints in the application of cognitive aspects, affective and psychomotor aspects in learning Islamic religious education**

This study aims to determine the obstacles in using cognitive, affective, psychomotor, and psychomotor aspects in class XI in learning Islamic Religious Education. Every aspect has obstacles to the use of the question-and-answer method, sometimes, students listen more often than ask questions or are less active when learning is taking place, and students are also less enthusiastic about using the method. Then in the use of the group method, a discussion requires certain skills that have not been studied before, and the discussion journey can only be mastered by a few outstanding students; not all students can do group work well, then when students use this method must use a lot of time students should not feel pressed for time. The obstacle to using the practice method that Islamic Religious Education teachers usually use is the lack of creativity in making practice materials. In comparison to cognitive intelligence, emotional and psychomotor intelligence are frequently overlooked (Fatonah, 2009). Despite possessing great cognitive capacity, children cannot be considered entire people if they lack emotional and psychomotor intelligence. Teachers and parents are also unaware of this. Indeed, children require the two bits of intelligence mentioned above to balance left and right brain processes, which is very useful in promoting their creativity (Budiman, 2007).

Other situations, such as the implementation of PAI learning, face a variety of challenges, such as maximizing engagement and the number of supervision teachers provide in student learning activities (Abdurrahman, 2016; Hmelo-Silver et al., 2007; NRC, 2001; Minner et al., 2010). In other words, social activities in this school to build students' scientific concepts tend to need improvement, particularly in efforts to develop learning methods, teaching materials, and media that have not been actively involved in how students carry out scientific thinking activities in the context of cooperative learning. According to Creagh and Parlevliet (2014), the right learning method will greatly increase opportunities for student involvement in the science learning process if the learning environment, learning situations, teaching materials, and the role of teachers who are capable of fostering creative thinking in the classroom are all in place. Among the learning objectives are the growth of their cognitive, emotional, and psychomotor capacities.

4.   CONCLUSION

Based on the results of the research, it can be concluded that there are some methods used in achieving cognitive, affective, and psychomotor aspects in learning Islamic Religious Education in Senior High School in Rejang Lebong, namely the love method, the approach method to students, the question-and-answer method, the lecture method, group method, debate method, the democratic method, the practice method, and knowing the background of students. Then, the obstacle in using the method is that the learning model is a systematic plan that can guide teachers to organize the course of learning in the classroom to achieve learning objectives. The use of the right learning model is one of the determinants of success in learning activities carried out by teachers. Thus, teachers can choose the types of learning models appropriate for achieving the expected learning objectives.

This research focused on teachers' strategy in achieving students' cognitive, affective, and psychomotor skills during teaching and learning. Besides, this research also focuses on the obstacles of each method used. Due to the limited time of this research, the research did not find the solution to each obstacle. Then, the researcher hopes for further research to conduct or find the solution to each obstacle the teachers face while applying the methods to achieving students' cognitive, affective, and psychomotor skills during teaching and learning.

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