RESEARCH ARTICLE

DOI: 10.54392/ajir2648

Asian Research Association

ASIAN JOURNAL OF INTERDISCIPLINARY RESEARCH

Development and Initial Design Validation of the Warnasanghara Alkin-JOFF Model Based on Vijnanamaya Kosha for Evaluating Students' Competence and Spirituality

Dewa Gede Hendra Divayana [a,*], Agus Adiarta [b], P. Wayan Arta Suyasa [a], I Komang Gede Sukawijana [b], I Made Sugiarta [c], Made Susi Lissia Andayani [a]

[a] Department of Informatics Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia
[b] Department of Electrical Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia
[c] Department of Mathematics Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia
* Corresponding author Email: hendra.divayana@undiksha.ac.id
DOI: https://doi.org/10.54392/ajir2648
Received: 13-04-2026; Revised: 18-10-2026; Accepted: 05-11-2026; Published: 17-11-2026

Abstract: Students often experience stress when learning complex material. Teachers can minimize student stress during learning by using a psychofun-hybrid platform with a mindful learning nuance. Although this platform is innovative, an evaluation framework is needed to assess its support for student competence and spirituality. This study aims to develop and validate the initial structural design of the Warnasanghara Alkin-JOFF evaluation model based on Vijnanamaya Kosha on a psychofun-hybrid platform by mindful learning nuances. This study uses a development approach. The development stages used to produce this model design are Borg & Gall which focuses on five stages, including: research & collection of field data, planning, design development, initial trials, and revisions to the results of the initial trials. Using Borg & Gall's research and development approach (focusing on the first five stages), the initial design of the model was evaluated by 54 experts, evaluators, and teachers to determine its conceptual clarity, structural validity, and functional feasibility. The results demonstrate that the proposed model design achieved high structural validity (89.97%, categorized as good). While this study validates the architectural feasibility of the model design, future empirical testing is required to measure its operational effectiveness on actual student performance data.

Keywords: Warnasanghara, Alkin-JOFF, Vijnanamaya Kosha, Competence, Spirituality.

1. Introduction

In the current era of AI development, hybrid learning is still relevant because it provides opportunities for students.to actively learn independently or under guidance by utilizing online technology and learning directly classically in the classroom (Adewale *et al.,* 2024; Bellas *et al.,* 2025; Garcia *et al.,* 2025; Putri *et al.,* 2023). School policies that provide opportunities for students to actively learn through hybrid learning processes provide them with the opportunity to develop creativity, innovation, cognitive abilities, and character sustainably. However, the reality on the ground shows that many students complain if hybrid learning is implemented entirely online with dense/complex material. Students feel stressed and bored because the online material is uninteresting, too much, and the lack of direct interaction with teachers during the learning process. Therefore, a breakthrough new learning platform emerged in the form of psychofun-hybrid by a mindful learning nuance. This platform provides facilities for students to be able to carry out learning while bringing joy and high psychological enthusiasm within themselves, whether the process is carried out online or offline. In addition, this platform provides game/entertainment services and case studies of field phenomena. Game services for relaxation. Case studies of field phenomena for self-reflection so that students are more mindful (fully aware). These two services are provided with the aim that students can focus and improve concentration in learning.

The word 'Psychofun' is made up of two words: psycho and fun. The word psycho is used to describe people who behave in an unpleasant way (Visser & Arntz, 2023), while fun means pleasure (Mokhtar *et al.,* 2023). In the

concept of this developed learning model, psychofun implies an effort to create a learning model that can transform people's behavior from initially disinterested to engaging. When linked to the learning process, psychofun refers to students' behavior in which they truly enjoy the learning process in which they are participating. Hybrid learning is a learning process that combines face-to-face learning with computer-based learning (offline/online) or other ICT-based social media, such as smartphones, video conferencing, weblogs, and others. However, the percentage of online learning implemented for hybrid learning is higher compared to blended learning (Hermita *et al.,* 2023; Umiyati, 2022). Mindful learning is the ability to use rational reasoning in making decisions, taking action while knowing the impact of the action on oneself specifically (Felver *et al.,* 2023; Putri *et al.,* 2024; Wang *et al.,* 2023).

Although the psychofun-hybrid platform by a mindful learning nuance is considered a good, new, and innovative learning platform, an evaluation is also needed to determine its quality in supporting the improvement of students' competence and spirituality. One evaluation model that can be used is the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha. This model is a mixture of the Alkin model, the JOFF formula, and the concept of Balinese local wisdom, namely Vijnanamaya Kosha. The Alkin model is used to show aspects of competency measurement, the JOFF formula is used to determine the dominant aspects that determine the success of competency improvement, and Vijnanamaya Kosha is used as a basis for measuring relaxation criteria and self-reflection to obtain the validity of students' spiritual values.

In the Kawi language, warnasanghara means mixture. Alkin is an evaluation model that has five stages: system assessment, program planning, program implementation, program improvement, and program certification (Priyanto *et al.,* 2025; Samal *et al.,* 2024). System assessment, an evaluation that provides information about the state or position of a system. Program planning, an evaluation that helps select specific programs that are likely to successfully meet program needs. Program implementation, an evaluation that provides information on whether the program has been introduced to the appropriate group as planned. Program improvement, an evaluation that provides information on how the program functions, works, or runs, and whether it is achieving certain goals. Program certification, which provides information on the value or usefulness of the program. *JOFF* is the result of a metamorphosis of simplifying the DIVAYANA model into shorter stages without reducing the function and essence of each stage.

1.1. Theoretical Background and Related Work

The JOFF model is divided into four stages, some of which can be seen in Table 1.

Table 1. Stages of the JOFF model

Code	Stages	Explanation
CCJ1	Justification	This stage is a combination of two stages in the DIVAYANA model, including: the description stage and the input stage.
CCJ2	Observation	This stage is a combination of two stages in the DIVAYANA model, including: the verification stage and the action stage.
CCJ3	Finalization	The stages are a combination of two stages in the DIVAYANA model, including: the back stage and the analysis stage.
CCJ4	Functionalization	The stages are a combination of two stages in the DIVAYANA model, including: the nominate stage and the actualization stage. The formulas used in the nominate stage in the DIVAYANA model include: Equation (1) to determine the average weight improvement, equation (2) to determine the D-vector value as the normalization value, and equation (3) to determine the R-vector value as the ranking value (Divayana *et al.,* 2021a). Specifically for ranking formulas (Equation (3)) at the nominate stage in the DIVAYANA model, undergo metamorphosis into JOFF model ranking formula, because the JOFF model carries the existence of sustainability ranking results based on the number of experts/decision makers who provide ranking weights. JOFF model ranking formula can be seen in Equation (4) (Divayana *et al.,* 2025).

The complete explanation of equations (1) to (4), as shown in Table 1, is provided below.

$$(W_{Yack})_j = \frac{\overline{x_j}}{\sum_{j=1}^{n} \overline{x_j}} \quad (1)$$

Notes:

W_{Yack} = Average weight improvement

$\bar{x}$ = The average weight given by each decision maker (experts and evaluators) through joint discussions

Σ = Total

$$D_i = \frac{\prod_{j=1}^{n} x_{ij}^{(w_{Yack})_j}}{m} \quad (2)$$

With i=1,2,3,...,n; and $\sum (W_{Yack})_j$ must be worth 1.

Notes:

D = D-Vector

x = Assessment score for each criterion

m = Total number of decision makers

Π = Product

$$R_i = \frac{D_i}{\sum_{i=1}^{n} D_i} \quad (3)$$

Notes:

R = R-Vector

D = D-Vector

Σ = Total

$$R_i = \left(\frac{D_i}{\sum_{i=1}^{n} D_i} \right)^{\max\left(\frac{D_i}{\sum_{i=1}^{n} D_i} \right)} \quad (4)$$

Notes:

R = R-Vector

D = D-Vector

Σ = Total

Max = Maximum value

Figure 1 illustrates the fundamental simplification of the DIVAYANA model stages into the JOFF model stages. Figure 2 illustrates the fundamental formulas from the DIVAYANA model that are retained in the JOFF model but have undergone transformation, specifically the ranking formula (Divayana *et al.*, 2025).

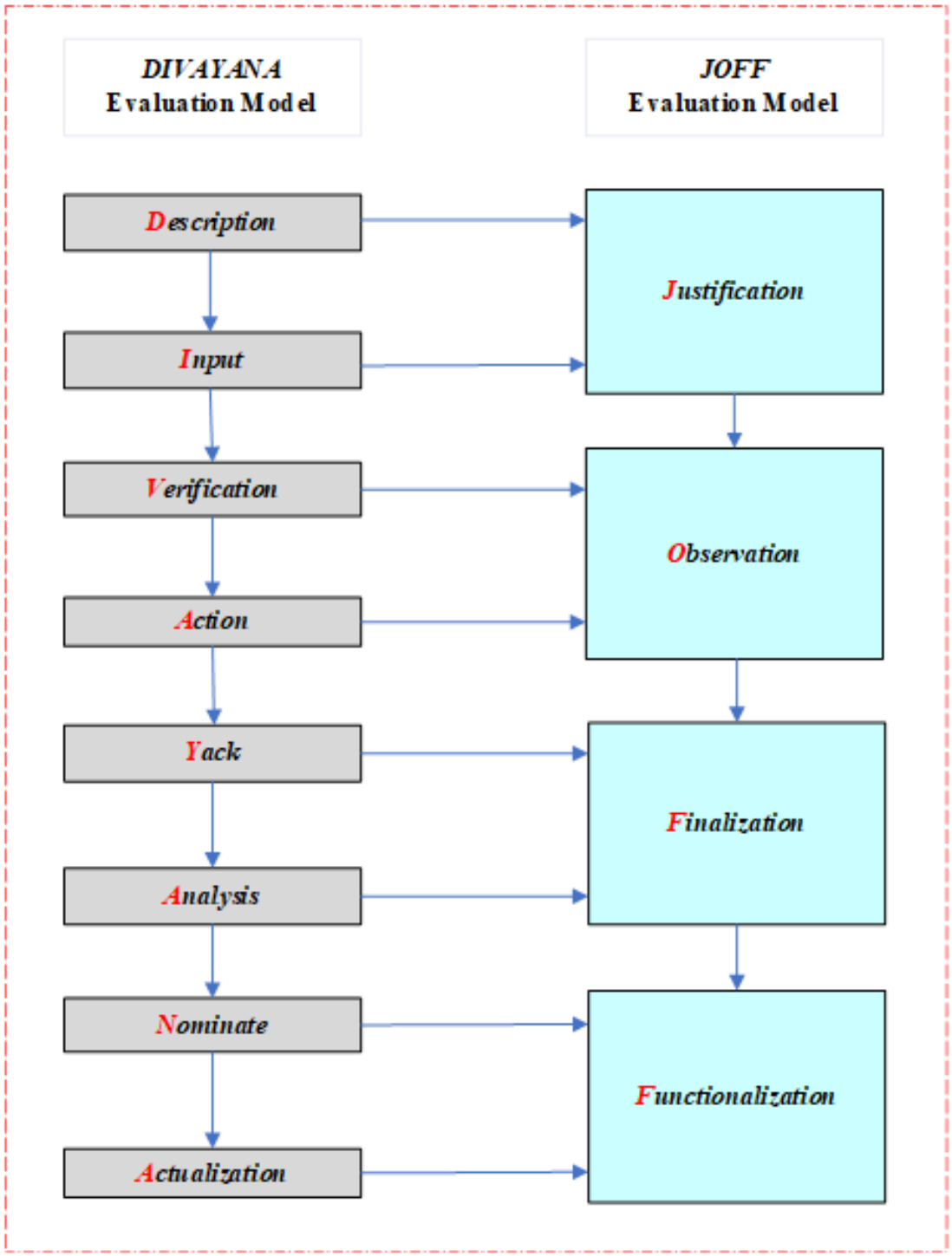


Figure 1. Transformation of DIVAYANA model stages into JOFF model stages.

Vijnanamaya Kosha is a layer of the spiritual body formed from subtle mental energy and awareness (Nitinkumar *et al.*, 2023; Sharma *et al.*, 2023; Shukla *et al.*, 2025). To realize mindful learning, the Vijnanamaya Kosha is needed to awaken the ability to use rational reason in making decisions. The Vijnanamaya Kosha concept and the JOFF formula are both employed to support the evaluation of students' competence and spiritual quality during the Functionalization stage of the JOFF model. The JOFF formula is used to rank recommendations (from highest to lowest priority) that facilitate the enhancement of students' competence. Meanwhile, the Vijnanamaya

Kosha concept is used to determine which recommendations can be actualized, ordered from first to last priority, to support the improvement of students' spiritual quality.

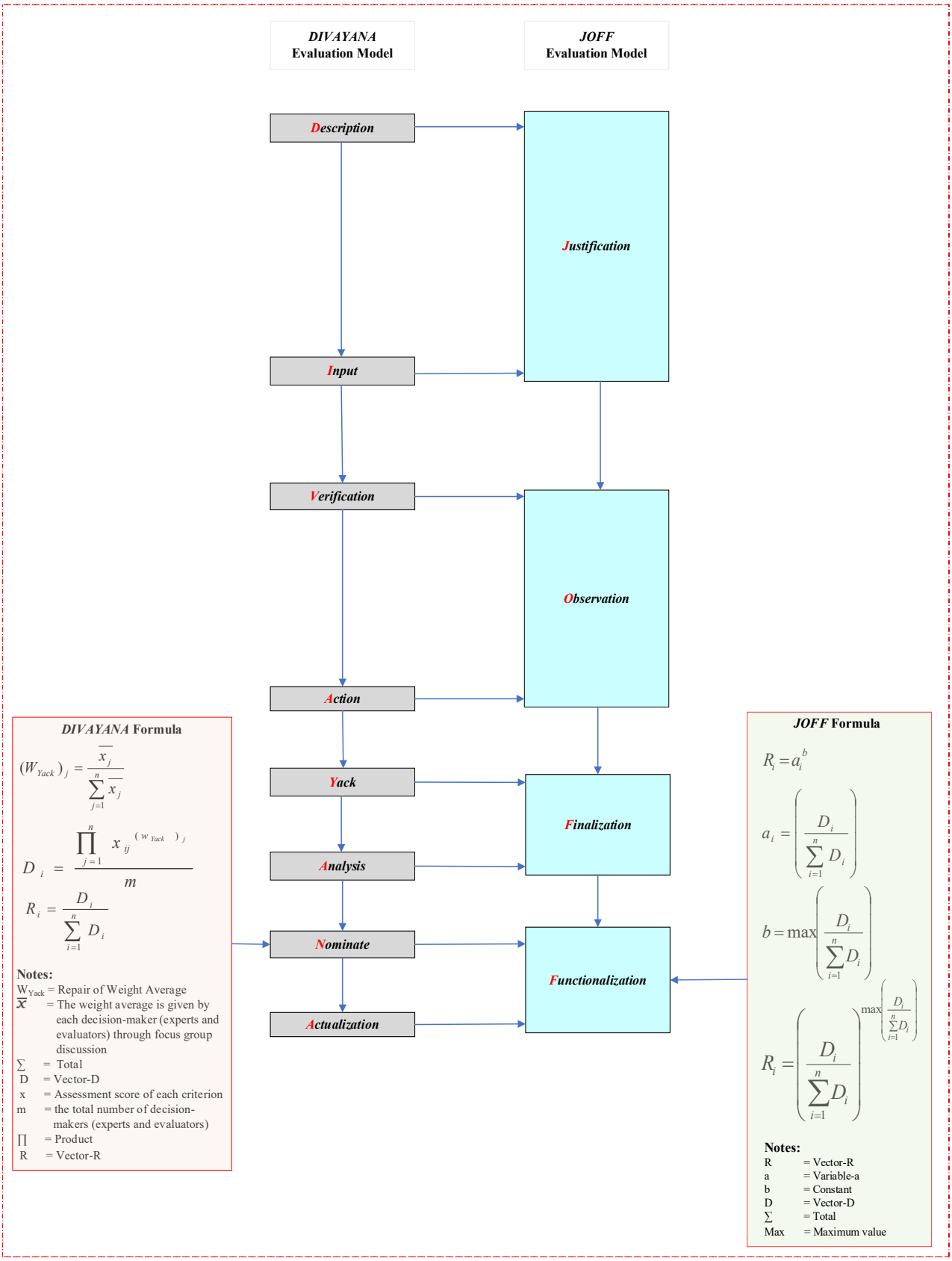


Figure 2. Metamorphosis of the ranking formula in the DIVAYANA model to the ranking formula in the JOFF model.

Based on the problems and problem-solving innovations proposed, the research questions and objectives of this study can be identified. The research question of this study is: how is the structural design of the Warnasanghara

Alkin-JOFF model based on Vijnanamaya Kosha conceptualized and validated by experts and practitioners for psychofun-hybrid learning by a mindful learning nuance? Consequently, the purpose of this study is to develop and validate the initial design framework of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha. This study focuses specifically on validating the structural architecture, data flows, and indicator dimensions of the model design prior to its full-scale empirical implementation on student datasets.

There are several research results that underlie the emergence of this research. Tisza's research shows the role of pleasure in learning (Tisza, 2021). The limitation of Tisza's research is that it is not yet clear that there is an evaluation model that can be used to determine the dominant aspects that are the priority for measuring the effectiveness of the role of pleasure in the learning process from the lowest to the highest level. In addition, aspects of measuring basic competencies as well as measuring relaxation criteria and self-reflection to obtain the validity of students' spiritual values in the learning process is also not yet clear. Divayana (2021) shows a simulation of the DIVAYANA formula calculation to determine the priority of recommendations in evaluation activities. The limitation of Divayana's research is that the DIVAYANA formula used in determining the priority of recommendations has not shown sustainable ranking results, if there is a change in the number of experts/decision makers who provide ranking weights. In addition, the results of calculations using the DIVAYANA formula have not been able to show the dominant aspects that determine the success of increasing student competence and spirituality in the learning process. Susanto & Hamzah (2022) shows the use of the CIPP evaluation model as a comprehensive framework for evaluating online English learning towards the era of the industrial revolution 5.0.

The evaluation results have presented decisions in quantitative form that describe the effectiveness of online English learning implementation reviewed from each CIPP component. However, their research results have not been able to show in detail the evaluation aspects that are the priority determinants of the effectiveness of online english learning from the lowest to the highest priority. Li *et al.* (2023) shows the existence of an evaluation of hybrid-based learning and teaching practices reviewed from an academic perspective. A limitation of Lie *et al.* (2003) research is that it is not yet clear whether an evaluation model exists to determine the priority aspects for measuring the effectiveness of hybrid-based learning and teaching practices, from lower to higher levels. In addition, aspects of measuring basic competencies and measuring relaxation criteria and self-reflection to obtain the validity of students' spiritual values in the learning process is not yet clear. Research by Divayana *et al.* (2021b) shows the existence of an innovative model as an evaluation model for information technology-based learning in IT Vocational Schools. The limitations of Divayana *et al.*'s research are apparent from the length of the DIVAYANA model stages used in determining the priority of recommendations from the highest to the lowest ranking. Therefore, it is necessary to simplify the stages of the DIVAYANA model. In addition, another obstacle is that the aspects of measuring basic competencies and measuring relaxation criteria have not been shown self-reflection to obtain the validity of students' spiritual values in learning.

Research by Deepika Kamath *et al.* (2023) on the evaluation of hybrid learning models for teaching human physiology experiments. The results of the study indicate that the level of effectiveness of the hybrid model in delivering human physiology experiment teaching sessions has been running effectively. The limitation of Deepika Kamath *et al.* (2003) research is that it has not yet clearly shown that there is an evaluation model that can be used to determine the aspects that are the priority benchmarks for the effectiveness of the hybrid model in delivering human physiology experiment teaching sessions from the lowest level to the highest level. In addition, aspects of measuring relaxation criteria and self-reflection to obtain the validity of students' spiritual values is not yet clear. Research by Alwadood *et al.* (2023) on assessing students' perceptions of hybrid learning. The results of Alwadood *et al.* (2003) research show that students' perceptions of hybrid learning are generally good and consider hybrid learning very helpful in facilitating and accelerating the transfer of knowledge between students and educators. The limitation of Alwadood *et al.'s* research is that it does not yet clearly show the assessment/evaluation model that can be used to determine which aspects are the priority in determining the effectiveness of hybrid learning, from the highest to the lowest priority. In addition, aspects of measuring basic competencies and measuring relaxation criteria and self-reflection to obtain the validity of students' spiritual values is not yet clear. Research by Suryanto *et al.* (2024) on evaluation using the CIPP model on hybrid learning practices at universities in Indonesia. In general, the evaluation results have presented decisions in quantitative form that describe the effectiveness of program implementation. However, the limitation is that it has not been able to display which aspects are the priority determining factors in the effectiveness of hybrid learning from the highest to the lowest priority.

2. Methods

2.1 Research Approach

This research uses a development approach. The development stages used to produce the design of Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on a psychofun-hybrid platform by a mindful learning nuance was Borg & Gall which focuses on five stages. The stages intended include: 1) research & collection of field data, 2) planning, 3) design development, 4) initial trials, and 5) revision of the results of the initial trials (Faridah *et al.,* 2022; Lumbannahor *et al.,* 2023; Hadiprayitno *et al.,* 2024; Wulandari *et al.,* 2023). This study adopts Borg & Gall's Research and Development (R&D) model, intentionally scoped to those five stages. Scoping the study to Stage five is methodologically justified because the primary objective is to establish the structural architecture, mathematical formulation (JOFF), and indicator operationalization (Vijnanamaya Kosha) of the evaluation model prior to classroom deployment. Stage 4 involved preliminary field testing with 54 experts, evaluators, and teachers to evaluate design feasibility and instrument reliability. Stage 5 finalized the validated architectural blueprint based on reviewer feedback. Full-scale empirical implementation on student cohorts (stages 6–10) falls outside the scope of this study and represents the next developmental phase. The research stages in 2025 to produce the model design can be seen in Figure 3. The initial trial stage in this study was intentionally designed to validate the content, structural layout, indicator alignment, and operational clarity of the model design, rather than assessing student learning outcomes directly.

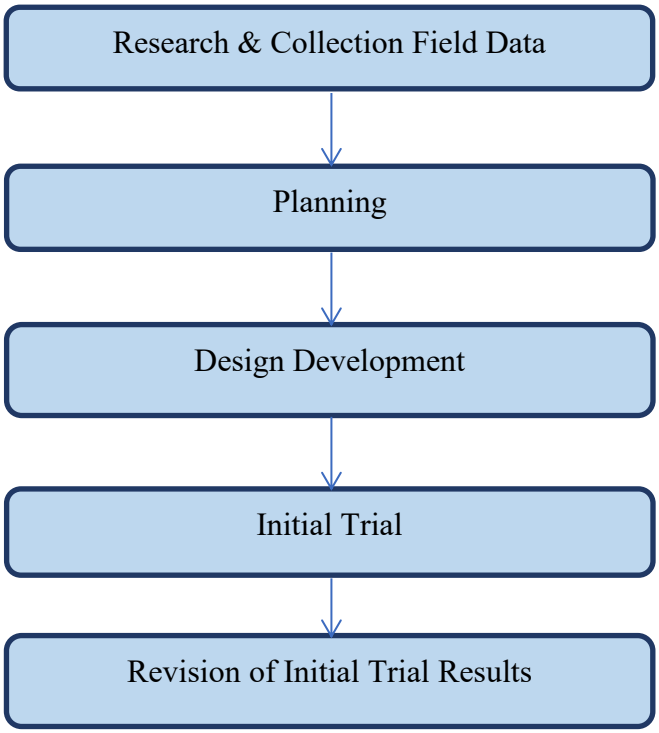


Figure 3. The development stages of the *Warnasanghara* Alkin-JOFF model design based on *Vijnanamaya Kosha* on the psychofun-hybrid platform by mindful learning nuances.

2.2 Subjects, Objects, and Location of Research

The subjects of this study were determined using a purposive sampling technique, where the parties involved in the study were determined from the beginning and were directly related to the design of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on the psychofun-hybrid platform by a mindful learning nuance. The number of subjects involved in this 2025 study was two education experts, two informatics experts, 10 education evaluators, 40 IT vocational school teachers in Bali who would later be involved in conducting initial trials. The research object is the main topic that must be studied and researched in depth. The object in this study is the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on the Psychofun-Hybrid platform by a mindful learning nuance as an evaluation tool for student competence and spirituality. The implementation of this study was located in several IT vocational schools spread across six regencies in Bali Province. The six regencies are: Gianyar, Tabanan, Buleleng, Klungkung, Badung, and Denpasar.

2.3 Data Collection Instruments

The data collection tool in this study was a questionnaire. The questionnaire was used to obtain primary data in the form of quantitative data from respondents. This data was used as the basis for making decisions regarding the percentage level of design quality of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on the Psychofun-Hybrid platform by mindful learning nuance as a competency and spiritual evaluation tool for students in several IT vocational schools in Bali. The number of questions in the questionnaire used for the initial trial ofthe model design consists of 12 items. Content validity of the 12 questionnaire items was verified by a panel of four experts (two informatics experts and two education experts) using Aiken's V coefficient. Item internal consistency across all 54 respondents was calculated using Cronbach's Alpha. Furthermore, to measure agreement among the heterogeneous rater groups (experts, evaluators, and teachers), a Two-Way Random Intra class Correlation Coefficient (ICC) for absolute agreement was computed.

To establish a robust operational definition of the Vijnanamaya Kosha role within the CAJ10 framework, this model breaks down the Vijnanamaya Kosha into four interrelated, measurable dimensions: (1) Mental Calm and Relaxation, (2) Self-Reflection and Mindfulness, (3) Rational Reasoning and Intellectual Wisdom, and (4) Transcendence and Spiritual Integrity. Mental calm is measured by stress reduction levels and the utilization of entertainment or relaxation features on the psychofun platform. Self-reflection is assessed through students' concentration capabilities and the depth of their analysis regarding case studies of real-world phenomena. Rational reasoning is evaluated based on the accuracy of decision-making that accounts for ethical considerations and the consequences of actions. The culmination of these three dimensions yields the dimension of spiritual transcendence, measured by indicators such as academic honesty, a sense of social connectedness, and sincerity in learning. The weighting of these four dimensions produces the Vijnanamaya Kosha Spirituality Index, which is integrated into the JOFF formula calculations (Equations 1–4) to derive a quantitatively and objectively valid measure of student spirituality.

2.4 Data Analysis Techniques

The collected data was then analyzed using quantitative descriptive techniques using descriptive percentage calculations. The results of these descriptive percentage calculations were used as a basis for interpreting the effectiveness of the design of Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on Psychofun-Hybrid platform by mindful learning nuanced as a tool for evaluating students' competence and spirituality at several IT Vocational Schools in Bali. The descriptive calculation formula for the intended percentage is as follows (Naibaho, 2021; Timbi-Sisalima *et al.*, 2022).

$$P = (f/N) \times 100\% \quad (5)$$

Notes:

P = the quality percentage

f = total acquisition value

N = maximum total value

The percentage results obtained from this formula are then converted into the following Table 2 [33-35] (Firmansyah *et al.*, 2021; McGowan *et al.*, 2023; Suswanto *et al.*, 2021).

Table 2. Quality standard of five's scale

Category of Quality	Percentage of Quality (%)	Follow-up
Excellence	90.00 – 100.00	No Revision
Good	80.00 – 89.99	No Revision
Moderate	65.00 – 79.99	Revision
Less	55.00 – 64.99	Revision
Poor	0.00 – 54.99	Revision

3. Results and Discussion

3.1 Results

Referring to the platform design development stages of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on a psychofun-hybrid platform by mindful learning nuances, there are several results found in this study. A complete explanation of the results in question can be divided into five parts. The five parts are: 1) results at the research & collection stage of field data, 2) results at the planning stage, 3) results at the design development stage, 4) results at the initial trial stage, and 5) results at the revision stage of the initial trial.

3.1.1 Results at the Stage of Research & Field Data Collection

Some of the data obtained at this stage include: a) data on the Alkin and JOFF evaluation components, b) data on the Alkin and JOFF evaluation aspects. The Alkin evaluation component data can be seen in Table 3. The JOFF evaluation component data can be seen previously in Table 1. The Alkin evaluation aspect data can be seen in Table 4. The JOFF evaluation aspect data can be seen in Table 5.

Table 3. Alkin components

Alkin Component Code	Alkin Evaluation Components
CCA1	System Assessment
CCA2	Program Planning
CCA3	Program Implementation
CCA4	Improvement Program
CCA5	Certification Program

Table 4. *Alkin aspects*

Alkin Evaluation Component Code	Alkin Evaluation Aspect Code	Alkin Evaluation Aspects
CCA1	CAA1	The purpose of implementing learning using the Psychofun-Hybrid platform with a mindful learning nuance in each IT Vocational School in Bali.
	CAA2	Academic community support for the implementation of learning using the Psychofun-Hybrid platform with a mindful learning nuance in each IT Vocational School in Bali.
	CAA3	Regulations that support the implementation of learning using the Psychofun-Hybrid platform with a mindful learning nuance in each IT Vocational School in Bali.
CCA2	CAA4	Teacher readiness in providing internet access to support the implementation of learning using the Psychofun-Hybrid platform with a mindful learning nuance.
	CAA5	The teacher's ability to provide interesting, fun, and awareness-raising teaching materials so that they are suitable for use in supporting learning using the Psychofun-Hybrid mindful learning platform.
	CAA6	Readiness of teachers in providing computer hardware to support the implementation of learning using the Psychofun-Hybrid platform by a mindful learning nuance.
	CAA7	The ability of teachers to operate the Psychofun-Hybrid platform with a mindful learning nuance used in implementing learning.
	CAA8	Student readiness in providing internet access to support the implementation of learning using the Psychofun-Hybrid mindful learning platform.

	CAA9	Student readiness in providing computer hardware to support the implementation of learning using the Psychofun-Hybrid mindful learning platform.
	CAA10	Students' ability to operate the Psychofun-Hybrid Mindful-Learning platform used in implementing learning.
CCA3	CAA11	Socialization carried out by teachers about the existence of learning using the Psychofun-Hybrid platform with a mindful learning nuance to students.
	CAA12	Socialization conducted by teachers about the business processes and operation of the Psychofun-Hybrid mindful learning platform to students.
	CAA13	Socialization carried out by teachers regarding the rules for implementing learning using the Psychofun-Hybrid platform with a mindful learning nuance to students.
CCA4	CAA14	The mechanism for creating interesting, fun, and awareness-raising teaching materials so that they are suitable for use in supporting learning using the Psychofun-Hybrid platform by a mindful learning nuance.
	CAA15	The mechanism for creating an account on the Psychofun-Hybrid mindful learning platform is used to support learning.
	CAA16	The learning implementation mechanism uses the Psychofun-Hybrid platform with a mindful learning nuance.
CCA5	CAA17	Student satisfaction in the ease of operation of the Psychofun-Hybrid mindful learning platform used to support learning.
	CAA18	Teacher satisfaction in the ease of operation of the Psychofun-Hybrid mindful learning platform used to support learning.
	CAA19	Security of teaching materials distributed to students in the Psychofun-Hybrid mindful learning platform used to support learning.
	CAA20	Student and teacher satisfaction in conducting interactions and communications that occur through the Psychofun-Hybrid platform with a mindful learning nuance.

Prior to field administration, the content validity assessment of the 12-item questionnaire yielded Aiken's V values of 0.81 (exceeding the 0.75 threshold), confirming that all items accurately represent the architectural dimensions of the Warnasanghara Alkin-JOFF model. In the initial trial involving 54 respondents, the instrument demonstrated high internal consistency with a Cronbach's Alpha of $\alpha = 0.892$. The inter-rater agreement analysis revealed strong consensus across expert evaluators and teacher cohorts, with an Intraclass Correlation Coefficient of ICC = 0.845 ($p < 0.001$). These statistical results confirm that the evaluation instrument is structurally sound, valid, and highly reliable for assessing the initial model design.

To establish a clear measurement taxonomy, the evaluation variables within the Alkin framework (CAA1–CAA20) are explicitly structured into a Three-Tier Evaluation Hierarchy, such as 1) Institutional Level, 2) Platform and Program Level, and 3) Student Competence Level. Institutional Level (CAA1–CAA5), evaluates macro-environmental readiness, including administrative support, budget allocation, hardware infrastructure, and internet availability. These variables serve as antecedent input conditions rather than measures of student performance. Platform and Program Level (CAA6–CAA11), assesses implementation quality, user interface responsiveness, platform stability, data security, and user satisfaction. Student Competence Level (CAA12–CAA20), explicitly isolates individual student achievements. Student competence is operationally defined as the student's mastery of cognitive IT concepts, technical execution skills in psychofun learning modules, and adaptive problem-solving capability. By decoupling Tier 3 metrics from Tier 1 and Tier 2 environmental noise, the model ensures that institutional infrastructure constraints do not distort the assessment of individual student learning outcomes.

Table 5. *JOFF aspects*

JOFF Evaluation Component Code	JOFF Evaluation Aspect Code	JOFF Evaluation Aspects
CCJ1	CAJ1	The reason for implementing learning using the Psychofun-Hybrid platform with a mindful learning nuance.
	CAJ2	Challenges in implementing learning using the Psychofun-Hybrid platform with a mindful learning nuance at IT Vocational Schools in Bali.
	CAJ3	Alternative solutions to challenges in implementing learning using the Psychofun-Hybrid platform with a mindful learning nuance at IT vocational schools in Bali.
CCJ2	CAJ4	Standards/criteria of evaluation success.
	CAJ5	Results of compliance check between alternatives problem solving and evaluation success standards.
	CAJ6	Recapitulation results of initial trial of learning using the Psychofun-Hybrid platform with a mindful learning nuance at IT vocational schools in Bali.
CCJ3	CAJ7	Several arguments that have been agreed upon by experts and evaluators in the focus group design activities.
	CAJ8	Analysis of the agreed arguments.
CCJ4	CAJ9	Prioritized ranking of recommendations (from highest to lowest) that support the enhancement of students' competence.
	CAJ10	Recommendations that can be implemented, ordered from first to last priority, to support the improvement of students' spiritual quality.

3.1.2 Results at the Planning Stage

This stage shows the job description of human resources, the number of human resources involved, and the time required to complete this research. The total time required for preparation, from data collection to revision of the trial results for the Warnasanghara Alkin-JOFF model design based on Vijnanamaya Kosha in the psychofun-hybrid platform by mindful-learning nuances, was 48 days. Complete information regarding this research planning can be seen in Table 6.

Table 6. Research planning

Job Description of Human Resources	Number of Human Resources	Time (Day)
Field data collection	7	10
Model design creation of Warnasanghara Alkin-JOFF Model based on Vijnanamaya Kosha in the psychofun-hybrid platform by mindful learning nuances	3	12
Initial testing of the model design of Warnasanghara Alkin-JOFF Model based on Vijnanamaya Kosha in the psychofun-hybrid platform by mindful learning nuances	54	20
Revision of initial trial results on Model design of Warnasanghara Alkin-JOFF Model based on Vijnanamaya Kosha in the psychofun-hybrid platform by mindful learning nuances	3	6

3.1.3 Results at the Design Development Stage

Based on the results previously shown in the research and field data collection stages, as well as the research planning previously shown in the planning stage, the next step is to develop the design. The design developed is the initial design of the Warnasanghara Alkin-JOFF Model based on Vijnanamaya Kosha in the psychofun-hybrid platform by mindful learning nuances. The development of this evaluation model design was made using the Visio application. The results of the initial design development of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha in the psychofun-hybrid platform by mindful learning nuances can be seen in Figure 4.

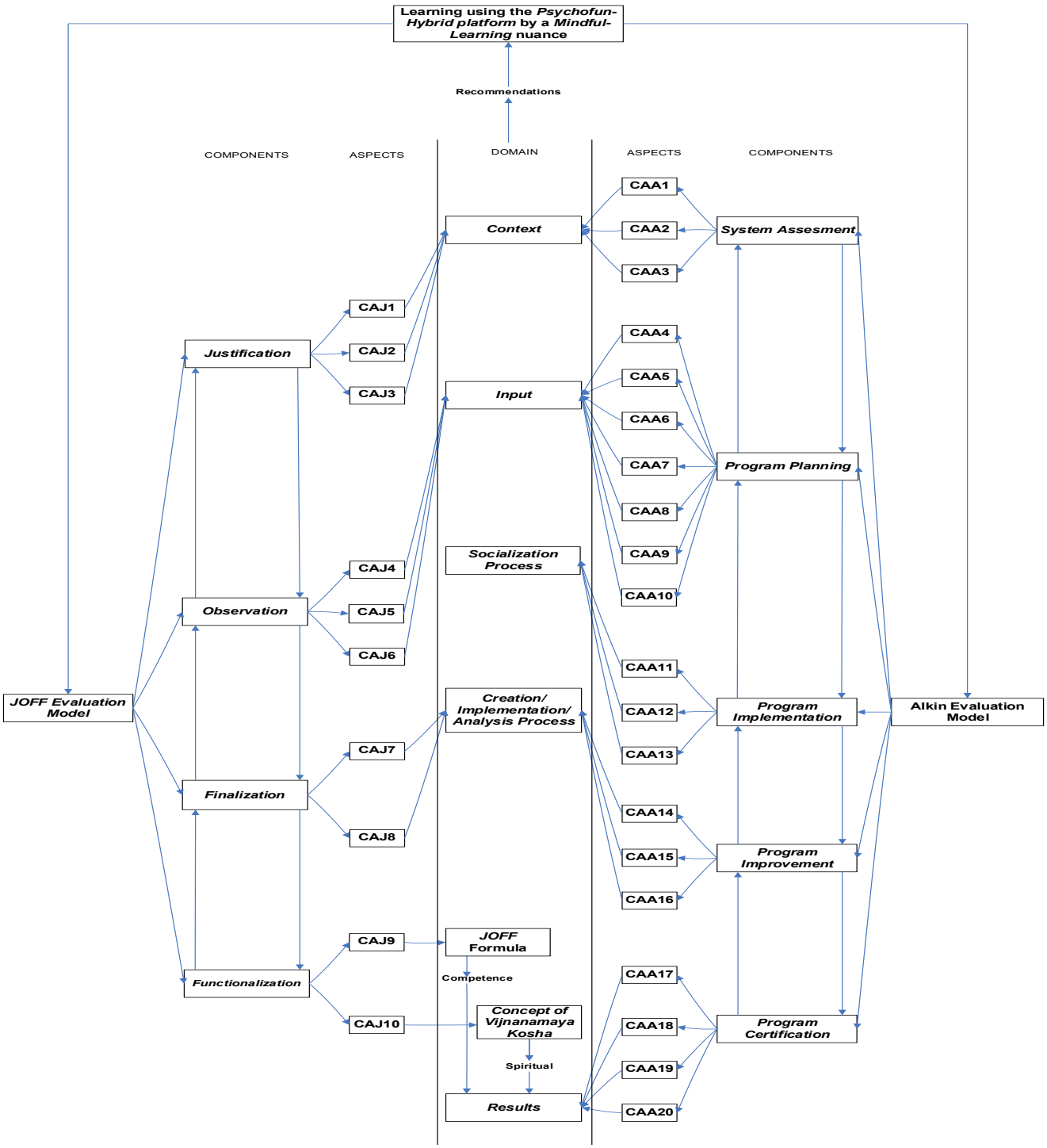


Figure 4. The initial design of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on the psychofun-hybrid platform by mindful learning nuances.

In addition to presenting the initial design of the Warnasanghara Alkin-JOFF model based on the Vijnanamaya Kosha and a psychofun-hybrid platform incorporating mindful learning nuances, it is necessary to demonstrate the JOFF calculation process and the determination of priority recommendations. The full calculation process is detailed

below. To demonstrate the practical contribution of the JOFF model regarding aspect CAJ9 (priority ranking of recommendations), a complete mathematical calculation is simulated here using a sample of five priority evaluation aspects (A1 through A5) assessed by three decision-makers (an Informatics Expert, an Education Expert, and an Evaluator).

Table 7. Input data for evaluation aspect assessment scores (m = 3)

Priority Evaluation Aspect Code	Key Evaluation Aspects	Related Aspect Code	Expert-1 (X_{i1})	Expert-2 (X_{i2})	Evaluator-1 (X_{i3})
A1	Availability of infrastructure and computer equipment	CAA6	4.00	4.50	4.00
A2	Mechanism for creating "Psychofun" learning materials	CAA14	5.00	4.00	4.50
A3	Internet access for students and teachers	CAA8	3.50	4.00	3.50
A4	Criteria for relaxation and Vijnanamaya Kosha inner reflection	CAJ10	5.00	5.00	4.50
A5	Satisfaction level regarding hybrid interaction	CAA20	4.00	3.50	4.00

Step 1: D-Vector Calculation

The D-vector value is calculated using the geometric product of the scores from all decision-makers (m = 3) based on Equation (2). The results for the D-vector are as follows:

D1 = 4.1602; D2= 4.4814; D3 = 3.6593; D4 = 4.8274; D5 = 3.8259; ∑D = 20.9542

Step 2: R-Vector Calculation and Ranking Determination

The R-vector value is calculated using Equation (4) to determine the proportion of priority weights and the final ranking. The results for R-vector are as follows:

R1 = 0.1985; R2= 0.2139; R3 = 0.1746; R4 = 0.2304; R5 = 0.1826

Table 8. Final vector results and recommendation priority order (m = 3)

Priority Evaluation Aspect Code	D-Vector	R-Vector	Ranking	Recommendation
A4	4.8274	0.2304	1	Top Priority: Actualization of Vijnanamaya Kosha criteria
A2	4.4814	0.2139	2	Second Priority: Development of "psychofun" teaching materials
A1	4.1602	0.1985	3	Third Priority: Provision of computer facilities
A5	3.8259	0.1826	4	Fourth Priority: Optimization of hybrid interaction
A3	3.6593	0.1746	5	Last Priority: Strengthening internet access

Step 3: Empirical Testing of Ranking Stability

To demonstrate the sustainability of the JOFF model when additional decision-makers are introduced, an experimental test was conducted by adding two new evaluators (increasing the number from m = 3 to m = 5: one education expert and one teacher).

Table 9. Comparison of input scores before and after the addition of an evaluator

Priority Evaluation Aspect Code	Initial Score (m=3)	Expert-3 (X_{i4})	Teacher-1 (X_{i5})
A1	{4.00, 4.50, 4.00}	4.50	4.00
A2	{5.00, 4.00, 4.50}	4.00	4.50
A3	{3.50, 4.00, 3.50}	3.50	4.00
A4	{5.00, 5.00, 4.50}	5.00	5.00
A5	{4.00, 3.50, 4.00}	3.50	3.50

Table 10. Ranking stability test results (m=3 vs. m=5)

Priority Evaluation Aspect Code	D-Vector (m=3)	R-Vector (m=3)	Rank (m=3)	D-Vector (m=5)	R-Vector (m=5)	Rank (m=5)	Rank Shift
A4	4.8274	0.2304	1	4.8989	0.2323	1	Consistent
A2	4.4814	0.2139	2	4.3802	0.2077	2	Consistent
A1	4.1602	0.1985	3	4.191	0.1987	3	Consistent
A5	3.8259	0.1826	4	3.7153	0.1762	4	Consistent
A3	3.6593	0.1746	5	3.6934	0.1751	5	Consistent

3.1.4 Results from the Initial Trial Phase

Based on the initial design of the Warnasanghara Alkin-JOFF Model based on Vijnanamaya Kosha on the psychofun-hybrid platform by mindful learning nuances shown in Figure 4, an initial trial of the initial design was then conducted. The initial trial was conducted by 54 respondents, including: two education experts, two informatics experts, 10 education evaluators, 40 IT vocational school teachers in Bali. The results of the initial trial can be seen in Table 11 and 12.

Table 11. Initial trial results

Respondents	Items-												Percentage of Quality
	1	2	3	4	5	6	7	8	9	10	11	12	
Informatics Expert-1	4	4	4	4	5	5	4	4	4	5	5	5	88.33
Informatics Expert-2	5	4	5	5	5	4	4	5	5	4	4	5	91.67
Education Expert-1	4	5	5	4	4	5	5	5	4	5	4	4	90.00
Education Expert-2	4	4	4	5	4	4	5	5	5	4	5	5	90.00
Evaluator-1	5	4	4	5	5	5	5	4	4	5	5	4	91.67
Evaluator-2	4	5	5	5	4	4	4	5	5	5	4	5	91.67
Evaluator-3	4	4	5	5	5	4	4	5	5	5	5	4	91.67
Evaluator-4	5	4	4	5	5	4	4	5	4	4	4	5	88.33
Evaluator-5	4	5	5	5	4	5	5	5	5	4	4	4	91.67
Evaluator-6	4	4	5	5	4	5	5	5	4	4	5	5	91.67
Evaluator-7	4	5	4	4	4	5	4	4	5	5	5	4	88.33
Evaluator-8	4	5	5	5	4	4	5	4	4	5	5	5	91.67
Evaluator-9	5	5	4	4	4	4	5	5	5	5	4	4	90.00
Evaluator-10	5	5	5	4	5	5	5	4	4	4	5	5	93.33
Teacher-1	4	5	5	4	4	5	5	5	4	4	5	5	91.67
Teacher-2	5	5	4	5	4	4	5	5	4	4	5	4	90.00
Teacher-3	5	5	4	4	5	5	5	4	5	5	5	5	95.00
Teacher-4	4	5	5	4	4	5	5	4	4	4	5	5	90.00

Teacher-5	4	5	4	4	5	4	4	5	5	5	5	4	90.00
Teacher-6	4	4	5	4	5	5	5	5	4	5	4	4	90.00
Teacher-7	4	4	5	4	5	4	4	4	4	5	5	5	88.33
Teacher-8	5	5	5	4	4	4	4	4	5	4	4	4	86.67
Teacher-9	4	5	5	4	5	4	5	5	5	4	4	5	91.67
Teacher-10	4	4	5	4	4	4	5	4	4	5	5	5	88.33
Teacher-11	5	5	5	5	5	4	4	5	4	4	5	5	93.33
Teacher-12	4	5	5	4	5	4	4	5	5	5	5	4	91.67
Teacher-13	5	4	4	5	4	5	5	5	4	4	4	5	90.00
Teacher-14	5	5	5	5	5	4	5	5	5	4	4	4	93.33
Teacher-15	5	4	4	5	4	4	4	5	5	4	5	4	88.33
Teacher-16	5	5	4	5	5	5	5	5	4	5	5	4	95.00
Teacher-17	4	5	5	5	4	4	5	5	4	5	5	5	93.33
Teacher-18	4	5	4	4	5	5	5	4	4	5	4	4	88.33
Teacher-19	4	4	4	4	4	4	5	5	5	4	4	5	86.67
Teacher-20	4	4	4	5	5	4	5	4	4	5	5	4	88.33
Teacher-21	5	4	4	4	4	4	4	5	4	4	5	4	85.00
Teacher-22	4	5	5	5	4	4	4	5	5	5	5	4	91.67
Teacher-23	4	4	4	5	4	5	5	5	4	4	4	5	88.33
Teacher-24	5	5	5	4	5	4	4	5	5	4	4	5	91.67
Teacher-25	4	5	5	4	4	4	4	5	5	4	4	4	86.67
Teacher-26	4	4	4	4	4	5	5	5	4	5	5	4	88.33
Teacher-27	4	5	5	5	4	4	5	5	4	5	5	5	93.33
Teacher-28	4	5	4	4	5	4	5	5	5	4	4	5	90.00
Teacher-29	4	4	5	4	4	4	5	4	4	5	5	4	86.67
Teacher-30	4	4	5	4	5	4	4	5	4	4	5	5	88.33
Teacher-31	4	4	4	5	4	4	5	5	5	4	4	4	86.67
Teacher-32	4	5	4	4	4	4	5	5	4	5	4	4	86.67
Teacher-33	4	4	5	4	4	4	5	5	5	4	4	5	88.33
Teacher-34	4	4	4	5	4	4	5	4	4	5	5	4	86.67
Teacher-35	4	5	5	5	4	4	4	5	5	4	4	4	88.33
Teacher-36	4	5	5	5	5	4	4	5	5	4	4	4	90.00
Teacher-37	4	4	5	5	4	4	4	5	5	4	5	4	88.33
Teacher-38	5	5	5	4	5	5	5	5	4	5	5	4	95.00
Teacher-39	4	5	5	4	5	4	5	5	4	5	5	4	91.67
Teacher-40	5	4	4	4	5	5	4	4	4	5	4	4	86.67
Average													**89.97**

Table 12. Respondents' suggestions on the initial trial

Respondents	Comments/Suggestions
Informatics Expert-1	It is necessary to create different coloring for each evaluation component to differentiate between the JOFF evaluation model and the Alkin evaluation model.
Evaluator-4	Show different colors, making it easier to know the parts that are included in the Alkin evaluation model and the JOFF evaluation model.
Teacher-7	Show in detail the JOFF formula used in the CAJ9 aspect.
Teacher-18	Need to display the complete JOFF formula in the design.
Teacher-21	Give the Warnasanghara domain coloring, so that it is different from the colors of the other evaluation components.
Teacher-34	Show different coloring between concepts of Vijnanamaya Kosha and JOFF Formula which is in Warnasanghara domain.

3.1.5 Revision of the Initial Trial Results

Referring to the suggestions given in the initial trials, several improvements were made to the design. Suggestions from Informatics Expert-1 and Evaluator-4 answered by showing different coloring for each evaluation component to differentiate between the JOFF evaluation model and the Alkin evaluation model.

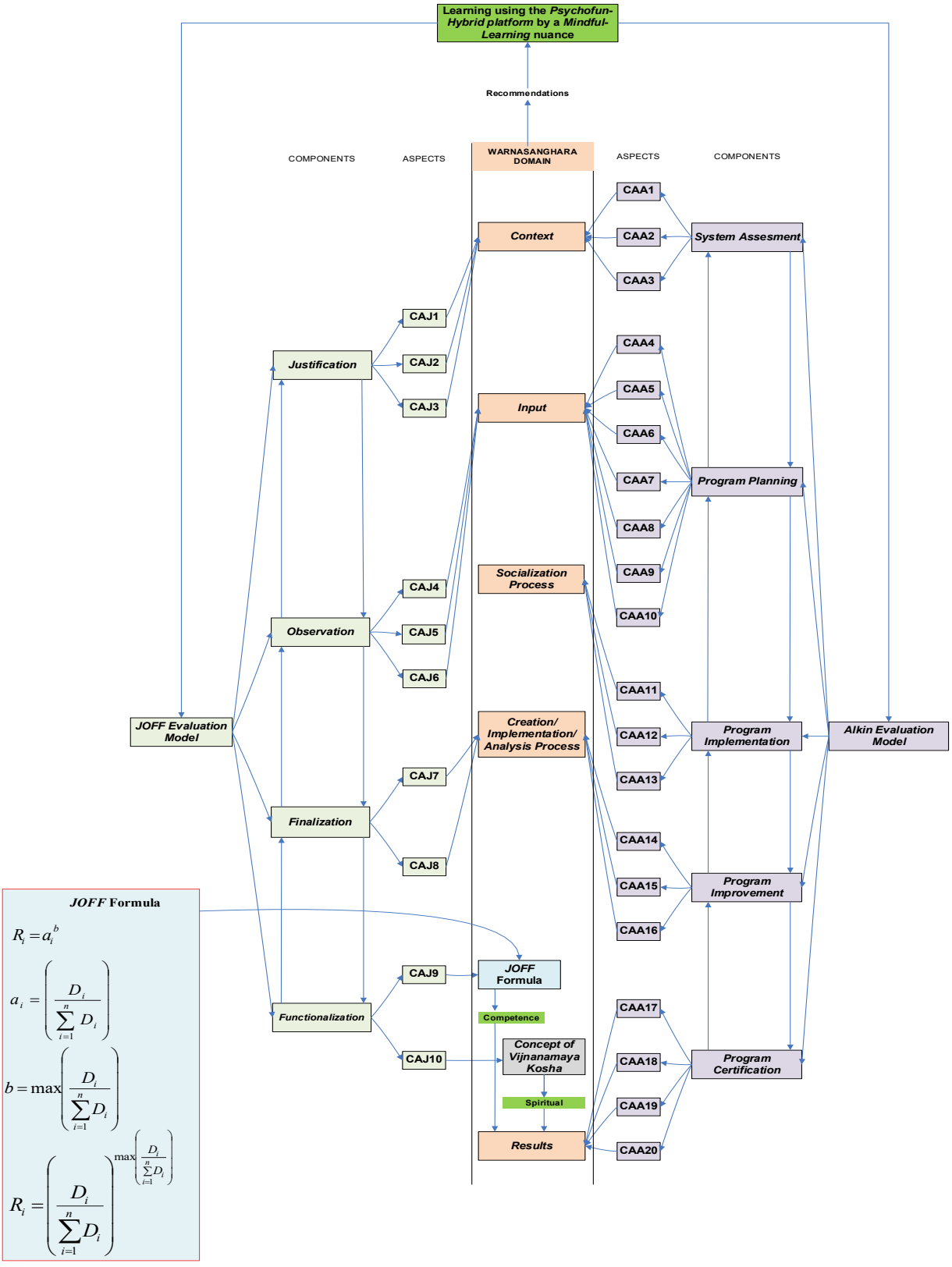


Figure 5. Results of the revision of the initial design of the Warnasanghara Alkin-JOFF Model based on Vijnanamaya Kosha on the psychofun-hybrid platform by mindful learning nuances.

The JOFF evaluation component is colored "Olive Green", while the Alkin evaluation component is colored "lavender". Suggestions from Teacher-7 and Teacher-18 answered by showingin detail the JOFF formula used in the CAJ9 aspect. JOFF formula details are colored "aqua". Suggestion from Teacher-21 answered by showing "orange" coloring for Warnasanghara domain. Suggestion from Teacher-34 answered by showing different coloring between concepts *Vijnanamaya Kosha* and JOFF formula which is in Warnasanghara domain. Concept of *Vijnanamaya Kosha* colored "ice blue". The JOFF formula color is "aqua". The details of the revised initial model design can be seen in Figure 5.

4. Discussion

Figure 4 shows the initial design of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha in the Psychofun-Hybrid platform by mindful learning nuances. The design shows the sequence of the evaluation process for learning using the Psychofun-Hybrid platform by mindful-learning nuances. There are evaluation domains used as references in determining recommendations. The evaluation domains consist of: context, input, socialization process, creation/implementation/analysis process, and results. There are evaluation components in the JOFF model and the Alkin model. These components are used as the basis for determining the evaluation aspects used as measuring tools in the evaluation domain. The evaluation components of the JOFF model consist of: Justification, Observation, Finalization, and Functionalization. The evaluation components of the Alkin model consist of: system assessment, program planning, program implementation, program improvement, and program certification.

Specifically for the CAJ9 aspect, the JOFF formula is applied to determine priority aspects that support the success of improving students' competency. Specifically in the CAJ10 aspect, the Vijnanamaya Kosha concept is applied to determine priority aspects that support the success of students' spiritual quality development.

Figure 5 shows the revised of the initial design of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on the Psychofun-Hybrid platform by mindful learning nuances. The improvements shown in Figure 5 are more directed at adding different coloring to each evaluation component to differentiate between the JOFF evaluation model and the Alkin evaluation model. In addition to the coloring, there are additions in several parts, including: 1) adding details of the JOFF formula used in the CAJ9 aspect; 2) changing the name of the evaluation "domain" to "Warnasanghara domain"; 3) adding coloring to the "Warnasanghara domain" to differentiate it from the colors of other evaluation components; 4) adding different coloring between the Vijnanamaya Kosha concept and the JOFF Formula in the Warnasanghara domain.

A critical refinement in this model design is the operational distinction between program implementation quality and student competence outcomes. Previous evaluation models often confounded low student scores with poor platform usability or inadequate school infrastructure. Under the proposed Warnasanghara Alkin-JOFF structure, aspects CAA12 through CAA20 independently capture direct student performance metrics (e.g., practical programming tasks, cognitive post-tests, and problem-solving speed). System-level indicators (CAA1–CAA11) are analyzed as contextual moderators, allowing evaluators to determine whether underperformance stems from student learning deficits or underlying institutional bottlenecks.

The initial trial results demonstrate that the Warnasanghara Alkin-JOFF model functions as a coherent, integrated evaluative pipeline rather than a simple combination of discrete frameworks. Alkin's five-stage taxonomy (CCA1–CCA5; CAA1–CAA20) provides the diagnostic structure to capture systemic inputs, implementation quality, and learning outcomes. The JOFF algorithm (aspect CAJ9) acts as a rational filter, utilizing dynamic D-vector and R-vector calculations to rank institutional priorities objectively and eliminate subjective scoring bias. Concurrently, Vijnanamaya Kosha operationalizes aspect CAJ10, providing a metric to quantify spiritual validity, emotional relaxation, and mindful self-reflection alongside technical academic competencies.

Quality of initial design of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on the Psychofun-Hybrid platform by mindful learning nuances is considered good. This is indicated by the results of the model quality percentage of 89.97%, which is located in the good category when viewed from the five-scale categorization table. There are 12 questions used by respondents to assess the quality of the initial design of the model. Item-1 relates to the suitability of the components of the JOFF evaluation model displayed in the design. Item-2 relates to the suitability of the evaluation aspects of the JOFF model displayed in the design. Item-3 relates

to the suitability of the components of the Alkin evaluation model presented in the design. Item-4 relates to the suitability of the evaluation aspects of the Alkin model presented in the design. Item-5 relates to the suitability of the position of the Warnasanghara domain displayed in the design. Item-6 relates to the suitability of the existence of the Warnasanghara domain to facilitate the suitability of the function of each aspect of the JOFF and Alkin evaluation, so that it can complement the shortcomings and strengths in each aspect of the evaluation. Item-7 relates to the suitability of the JOFF formula used to determine priority aspects that support the success of improving student competency. Item-8 relates to the appropriateness of using the concept of *Vijnanamaya Kosha* to determine priority aspects that support the success of students' spiritual development. Item-9 relates to the suitability of the recommended position displayed in the design. Item-10 relates to the suitability of the recommendation function displayed in the design. Item-11 relates to the suitability of the position of the main object being evaluated (named "learning using the Psychofun-Hybrid platform with a mindful learning nuance") displayed in the design. Item-12 relates to data flow lines are shown in the design to connect each component and aspect of the evaluation.

The DIVAYANA formula (Equation 3) is highly sensitive to spikes in accumulated linear weights when dynamic ratio normalization is absent. In contrast, the JOFF formula (Equation 4) maintains ranking consistency by adjusting dynamic divisor weights to adapt to changes in evaluator inputs. Computational simulation results presented in Tables 7 through 10 empirically demonstrate the reliability and sustainability of the JOFF ranking formula (Equation 4). When the number of decision-makers increases from m = 3 to m = 5, the consensus weights (R-vector) undergo smooth, proportional adjustments without altering the primary priority hierarchy (A4 > A2 > A1 > A5 > A3). The stability of A4 (Vijnanamaya Kosha criterion) and A2 (psychofun teaching materials) at the top of the rankings confirms that the refined metric formula in the JOFF model successfully addresses the limitations of the earlier DIVAYANA formula, which was prone to ranking distortions during fluctuations in the number of experts. Thus, the JOFF model is mathematically proven to provide precise, objective, and stable decision-making support for school policymakers regarding evaluations.

The novelty of this research is in the design form of *Warnasanghara Alkin-JOFF* based on *Vijnanamaya Kosha* to determine the quality of the psychofun-hybrid platform by mindful learning nuances in supporting the improvement of students' competence and spirituality. This model is a mixture of the Alkin model, the JOFF model, and the Vijnanamaya Kosha concept. The Alkin model functions to show aspects of competence measurement, the JOFF formula in the JOFF evaluation model functions to determine the dominant aspects that determine the success of competence improvement, and the Vijnanamaya Kosha concept is used as the basis for measuring relaxation criteria and self-reflection to obtain the validity of students' spiritual values.

It is essential to distinguish the developmental stage achieved in this work from a fully implemented operational evaluation system. The 89.97% score obtained in the preliminary field trial confirms the high structural validity and architectural feasibility of the Warnasanghara Alkin-JOFF design as evaluated by domain experts and practitioners. However, because this study concluded at Stage 5 of Borg & Gall's R&D framework, the model exists as a validated conceptual and structural blueprint. It has not yet been executed on live student performance datasets. Consequently, the findings validate the framework's design integrity and computational readiness, establishing a verified foundation for subsequent empirical testing on student outcomes.

The theoretical mechanism linking the Alkin model, the JOFF model, and the Vijnanamaya Kosha concept within the Warnasanghara framework relies on a flow of complementary information that addresses the individual limitations of each framework. The Alkin model serves as a macro-foundation, providing five evaluation stages (system assessment, program planning, program implementation, program improvement, and program certification) to capture twenty comprehensive aspects regarding competence and readiness for psychofun-hybrid learning. However, the Alkin model has limitations in prioritizing the most dominant aspects and lacks an instrument to measure students' psycho-spiritual states. These limitations are addressed by the JOFF model through its four stages (Justification, Observation, Finalization, and Functionalization), where aspect data from Alkin is fed into JOFF's mathematical formulas (Equations 1–4) at the CAJ9 aspect level to generate a quantitative and sustainable priority ranking of recommendations. Furthermore, the limitation of JOFF (which focuses solely on optimizing computational decisions) is addressed by integrating the Balinese local wisdom concept of Vijnanamaya Kosha into the CAJ10 aspect. Priority information regarding aspects derived from JOFF is channeled to the Vijnanamaya Kosha framework for validation based on criteria of relaxation, self-reflection, and rational awareness (mindful learning). This final

integration creates a holistic emergent evaluation function: an instrument capable of objectively measuring not only system effectiveness and improvements in students' technical competence but also the validity of their spiritual development and mental tranquility during hybrid learning. This integrated, two-dimensional evaluation function (competence and spirituality) could not be achieved if Alkin, JOFF, or Vijnanamaya Kosha were employed in isolation.

The limitation of this research is that the initial design form of Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha. It is important to emphasize that the scope of this study is limited to the development and initial validation of the evaluation model's architectural design. The 89.97% validity score obtained reflects the strong consensus among experts and educational practitioners regarding the structural feasibility, logical data flow, and conceptual integration of Alkin, JOFF, and Vijnanamaya Kosha. However, this study did not execute empirical testing on direct student achievement data or student spiritual responses. Therefore, while the conceptual framework and design quality have been confirmed to be robust, the operational effectiveness of this model in diagnosing real-world student outcomes remains a hypothesis to be empirically tested in subsequent research phases.

Compared to other studies, this study has the strength in presenting the initial design form of a local wisdom-based evaluation model. This can be seen from several previous research results, such as research by Ramdiah *et al.* (2020), Retnowati *et al.* (2020), Sukma *et al.* (2022), which in principle use the concept of local wisdom in learning models and evaluation models, but have not shown the initial design form of the evaluation model being developed.

This study also has the advantage of showing the formula used in determining recommendations for the dominant aspects that determine the success of competency improvement. Meanwhile, other studies, such as Zangerle & Bauer (2022), Kshour *et al.* (2021), and Tang (2022), have not shown a formula for determining recommendations. This study also has the strength in showing the concept of local wisdom ("Vijnanamaya Kosha") to determine priority aspects that support the success of students' spiritual development. While this concept is typically used in the field of religion, in this study it is applied to educational evaluation. Meanwhile, other research, such as research by Lestari *et al.* (2024), research by Subhan *et al.* (2025), research by Dini *et al.* (2025), has not shown the existence of a local wisdom concept in determiningpriority aspects that determine students' spirituality in evaluation activities.

4. Conclusion

In general, this study has been able to answer the research questions and objectives related to the design of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on a psychofun-hybrid platform by mindful learning nuances as an evaluation tool for student competency and spirituality. The quality of the model design has been categorized as good. This evaluation model design is an innovative model that seeks to combine the fields of education, informatics, and cultural evaluation. The Alkin model and the JOFF model are educational evaluation models. The Alkin model is used to demonstrate aspects of student competency measurement. The JOFF formula in the JOFF model uses the concept of a decision support system, which is used to determine the dominant aspects that determine the success of improving student competency. The Vijnanamaya Kosha concept is a Hindu religious teaching that is also a local Balinese wisdom. The Vijnanamaya Kosha concept is used as the basis for measuring relaxation criteria and self-reflection to obtain the validity of students' spiritual values in participating in the learning process with the Psychofun-Hybrid platform with a mindful learning nuance. This study successfully developed and validated the initial design framework of the Warnasanghara Alkin-JOFF evaluation model based on Vijnanamaya Kosha. Expert and practitioner evaluations confirm that the structural design possesses high validity (89.97%) in terms of component integration, data flow clarity, and indicator alignment. The contribution of this paper lies in providing a validated architectural blueprint for evaluating psychofun-hybrid platforms. Future work will focus on developing the software application based on this design and conducting comprehensive empirical testing involving student cohorts to quantify the model's operational performance in real classroom settings. Future work also must prioritize full-scale field implementation (stages 6–10 of Borg & Gall) to empirically test and validate student learning outcomes across active psychofun-hybrid environments. Rather than focusing solely on software application engineering, subsequent research should emphasize verifying the model's diagnostic accuracy, assessing its sensitivity to variations in student background, and evaluating its practical effectiveness in driving policy interventions that foster both technical competence and spiritual integrity. The impact of this research for evaluators and observers

in the field of educational evaluation is that they can recognize the existence of innovative educational evaluation models that can be used as a tool for evaluating students' competencies and spirituality.

References

Adewale, M.D., Azeta, A., Abayomi-Alli, A., Sambo-Magaji, A. (2024). Impact of artificial intelligence adoption on students' academic performance in open and distance learning: A systematic literature review. *Heliyon*, 10(22), e40025. https://doi.org/10.1016/j.heliyon.2024.e40025

Alwadood, Z., Ab Halim, S., Bakar, S.A., Noor, N.M. (2023). Assessing student perceptions on hybrid learning. *International Journal of Evaluation and Research in Education (IJERE)*, 12(3), 1582-1590. https://doi.org/10.11591/ijere.v12i3.25216

Bellas, F., Naya-Varela, M., Mallo, A., Paz-Lopez, A. (2025). Education in the AI era: A long-term classroom technology based on intelligent robotics. *Humanities and Social Sciences Communications*, 11(1), 1425. https://doi.org/10.1057/s41599-024-03953-y

Deepika Kamath, M., Qaisar, R., Karim, A., Elmoselhi, A., Mussa, B.M. (2023). Evaluation of the hybrid learning model to teach human physiology experiments. In: Al Naimiy, H.M.K., Bettayeb, M., Elmehdi, H.M., Shehadi, I. (eds), *Future Trends in Education Post COVID-19. SHJEDU 2022. Springer, Singapore*. https://doi.org/10.1007/978-981-99-1927-7_3

Dini, N.A.I., Kuswanto, H. (2025). Integrating local wisdom: Innovative assessment instrument of critical thinking skills in science learning. *Jurnal Eduscience*, 12(3), 621-630. https://doi.org/10.36987/jes.v12i3.6849

Divayana, D.G.H. (2021). The simulation of DIVAYANA formula calculation to determine the priority of recommendation in evaluation activities. *Journal of Physics: Conference Series*, 1810(1), 012044. https://doi.org/10.1088/1742-6596/1810/1/012044

Divayana, D.G.H., Adiarta, A., Suyasa, P.W.A. (2025). JOFF model in the frame of asta amertaning DIVAYANA model as a form of metamorphosis evaluation model for determining the psychofun-hybrid learning quality. *International Journal of Information and Education Technology*, 15(6), 1201-1210. https://doi.org/10.18178/ijiet.2025.15.6.2323

Divayana, D.G.H., Suyasa, P.W.A., Widiartini, N.K. (2021a). An innovative model as evaluation model for information technology-based learning at ICT vocational schools. *Heliyon*, 7(2), e06347. https://doi.org/10.1016/j.heliyon.2021.e06347

Divayana, D.G.H., Suyasa, P.W.A., Widiartini, N.K. (2021b). DIVAYANA formula for determining priority ranking the recommendations in evaluation applications. *IOP Conference Series: Materials Science and Engineering*, 1098(1), 032063. https://doi.org/10.1088/1757-899X/1098/3/032063

Faridah, E., Kasih, I., Nugroho, S., Aji, T. (2022). The effectiveness of blended learning model on rhythmic activity courses based on complementary work patterns. *International Journal of Education in Mathematics, Science and Technology*, 10(4), 918-934. https://doi.org/10.46328/ijemst.2618

Felver, J.C., Cary, E.L., Helminen, E.C., Schutt, M.K., Gould, L.F., Greenberg, M.T., Roeser, R.W., Baelen, R.N., Schussler, D.L. (2023). Identifying core program components of mindfulness-based programming for youth: Delphi approach consensus outcomes. *Mindfulness*, 14(2), 279-292. https://doi.org/10.1007/s12671-022-02015-1

Firmansyah, R., Putri, D., Wicaksono, M., Putri, S., Widianto, A., Palil, M. (2021). Educational transformation: An evaluation of online learning due to COVID-19. *International Journal of Emerging Technologies in Learning*, 16(7), 61-76. https://doi.org/10.3991/ijet.v16i07.21201

Garcia, M.B., Goi, C., Shively, K., Maher, D., Rosak-Szyrocka, J., Happonen, A., Bozkurt, A., Damaševičius, R. (2025). Understanding student engagement in AI-powered online learning platforms: A narrative review of key theories and models. *Cases on Enhancing P-16 Student Engagement with Digital Technologies*, 1(1), 1-19. https://doi.org/10.4018/979-8-3693-5633-3.ch001

Hadiprayitno, G., Raksun, A., Artayasa, I.P., Sukri, A. (2024). Developing context-based teaching materials and their effects on students' scientific literacy skills. *Pegem Journal of Education and Instruction*, 14(1), 226-233. https://doi.org/10.47750/pegegog.14.01.25

Hermita, N., Erlisnawati, Alim, J.A., Putra, Z.H., Mahartika, I., Sulistiyo, U. (2023). Hybrid learning, blended learning or face-to-face learning: Which one is more effective in remediating misconception? *Quality Assurance in Education*, 31(4), 64-78. https://doi.org/10.1108/QAE-02-2023-0019

Kshour, M., Ebrahimi, M., Goliaee, S., Tawil, R. (2021). New recommender system evaluation approaches based on user selections factor. *Heliyon*, 7(7), e07397. https://doi.org/10.1016/j.heliyon.2021.e07397

Lestari, N., Paidi, Suyanto, S. (2024). A systematic literature review about local wisdom and sustainability: Contribution and recommendation to science education. *EURASIA Journal of Mathematics, Science and Technology Education*, 20(2), em2394. https://doi.org/10.29333/ejmste/14152

Li, K.C., Wong, B.T.M., Kwan, R., Chan, H.T., Wu, M.M.F., Cheung, S.K.S. (2023). Evaluation of hybrid learning and teaching practices: The perspective of academics. *Sustainability*, 15(8), 1-13. https://doi.org/10.3390/su15086780

Lumbannahor, B., Darmahusni, D., Suseno, M. (2023). Developing English speaking material for students of business and management program at vocational school. *International Journal of Educational Research & Social Sciences (IJERSC)*, 4(3), 460-464. https://doi.org/10.51601/ijersc.v4i3.651

McGowan, J., Attal, B., Kuhn, I., Hinton, L., Draycott, T., Martin, G.P., Dixon-Woods, M. (2023). Quality and reporting of large-scale improvement programmes: A review of maternity initiatives in the English NHS, 2010-2023. *BMJ Quality & Safety*, 33(11), 704-715. https://doi.org/10.1136/bmjqs-2023-016606

Mokhtar, N., Xuan, L.Z., Lokman, H.F., Mat, N.H.C. (2023). Theory, literature review, and fun learning method effectiveness in teaching and learning. *International Journal of Social Science and Education Research Studies*, 3(08), 1738-1744. https://doi.org/10.55677/ijssers/V03I8Y2023-30

Naibaho, L. (2021). Online learning evaluation during COVID-19 using CSE-UCLA evaluation model at English Education Department Universitas Kristen Indonesia. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 1987-1997. https://doi.org/10.33258/birci.v4i2.1887

Nitinkumar, M.M., Jhala, C., Vijayakumar, P.S., Mehul, D. (2023). Understanding stress from an ancient perspective: A narrative review. *Journal of Population Therapeutics & Clinical Pharmacology*, 30(19), 2023-2029.

Priyanto, S., Nugraha, H.D., Nursyahied, I., Yusuf, I., Salman, I., Ramdhan, T.W. (2025). Mixed model evaluation CSE-UCLA and assessment evaluability performance monitoring (AEPM) as an approach to evaluating the competency test certification program. *Journal of Cultural Analysis and Social Change*, 10(2), 4213-4222. https://doi.org/10.64753/jcasc.v10i2.2243

Putri, A.S., Ardianto, H., Andriyaningsih, A., Burmansah, Sumarwan, E., Luwiha, Suryanadi, J. (2024). A study on mindful learning: Can mindfulness-based social-emotional learning strengthen student learning focus? *International Journal of Science and Applied Science: Conference Series*, 8(2), 103-113. https://doi.org/10.20961/ijsascs.v8i2.95113

Putri, J.H., Maharani, I. (2023). Analysis of the effectiveness of AI learning systems in facilitating interactive learning in junior high schools. *EduLine: Journal of Education and Learning Innovation*, 3(4), 618-628. https://doi.org/10.35877/454RI.eduline2202

Ramdiah, S., Abidinsyah, A., Royani, M., Husamah, H., Fauzi, A. (2020). South Kalimantan local wisdom-based biology learning model. *European Journal of Educational Research*, 9(2), 639-653. https://doi.org/10.12973/eu-jer.9.2.639

Retnowati, R., Istiana, R., Nadiroh, N. (2020). Developing project-based learning related to local wisdom in improving students' problem-solving skills. *JETL (Journal of Education, Teaching and Learning)*, 5(1), 137-144. https://doi.org/10.26737/jetl.v5i1.1035

Samal, D., Hartono, Widodo, E., Asih, R.A., Hukom, J., Belatu, S. (2024). Evaluation of blended learning-based utilization using CSE-UCLA model. *Pegem Journal of Education and Instruction*, 14(2), 131-139. https://doi.org/10.47750/pegegog.14.02.16

Sharma, K., Sharma, M.K., Sharma, S., Sharma, H. (2023). A critical analysis of panchakosh theory. *International Journal for Research in Applied Science & Engineering Technology (IJRASET)*, 11(8), 1017-1022. https://doi.org/10.22214/ijraset.2023.55290

Shukla, M., Nathani, N., Mishra, P.K., Kumar, A. (2025). Neuroscience and the pancha kosha: A scientific exploration. *African Journal of Biomedical Research*, 28(1s), 734-736. https://doi.org/10.53555/AJBR.v28i1S.6212

Subhan, S., Isnah, I., Muslimah, M. (2025). Evaluation of Islamic religious education learning based on local wisdom. *IJoASER (International Journal on Advanced Science, Education)*, 8(1), 191-201. https://doi.org/10.33648/ijoaser.v8i1.802

Sukma, Abbas, A., Nurhayati, Kaharuddin, Gheisari, A. (2022). Development of authentic assessment in local wisdom-based reading learning. *Education Research International*, 2022(1), 4905583. https://doi.org/10.1155/2022/4905583

Suryanto, A., Aman, Yuliana, L., Purwanto, N.A., Firdaus, F.M., Fadhli, R. (2024). Context input process product evaluation of hybrid learning practices in Indonesian universities. *International Journal of Evaluation and Research in Education (IJERE)*, 13(1), 475-487. https://doi.org/10.11591/ijere.v13i1.26588

Susanto, F., Hamzah, S. (2022). The context, input, process, product (CIPP) evaluation model as a comprehensive framework for evaluating online English learning towards the Industrial Revolution Era 5.0. *International Journal of Educational Research & Social Sciences*, 3(6), 2235-2247. https://doi.org/10.51601/ijersc.v3i6.544

Suswanto, B., Sulaiman, A.I., Sugito, T., Weningsih, S., Sabiq, A., Kuncoro, B. (2021). Designing online learning evaluation in times of COVID-19 pandemic. *International Educational Research*, 4(1), 18-28. https://doi.org/10.30560/ier.v4n1p18

Tang, W. (2022). Evaluation method of students' hierarchical education management effect based on data mining. *Wireless Communications and Mobile Computing*, 2022(1), 9910221. https://doi.org/10.1155/2022/9910221

Timbi-Sisalima, C., Sánchez-Gordón, M., Hilera-Gonzalez, J.R., Otón-Tortosa, S. (2022). Quality assurance in e-learning: A proposal from accessibility to sustainability. *Sustainability*, 14(5), 3052. https://doi.org/10.3390/su14053052

Tisza, G. (2021). The role of fun in learning. *In Extended Abstracts of the 2021 Annual Symposium on Computer-Human Interaction in Play*, 391-393. https://doi.org/10.1145/3450337.3483513

Umiyati, M. (2022). Hybrid learning model in learning English (effectiveness & advantages). *International Linguistics and TESOL Journal*, 1(1), 5-9.

Visser, R.M., Arntz, A. (2023). A faulty compass: Why do some people choose situations that are not good for them? *Journal of Behavior Therapy and Experimental Psychiatry*, 78, 101793. https://doi.org/10.1016/j.jbtep.2022.101793

Wang, Q., Zhang, Y., Zhang, Y., Chen, T. (2023). The impact of mindful learning on subjective and psychological well-being in postgraduate students. *Behavioral Sciences*, 13(12), 1009. https://doi.org/10.3390/bs13121009

Wulandari, T., Widiastuti, A., Nasiwan, N., Setiawan, J., Fadli, M.R., Hadisaputra, H. (2023). Development of learning models for inculcating Pancasila values. *International Journal of Evaluation and Research in Education*, 12(3). https://doi.org/10.11591/ijere.v12i3.25687

Zangerle, E., Bauer, C. (2022). Evaluating recommender systems: Survey and framework. *ACM Computing Surveys*, 55(8), 1-38. https://doi.org/10.1145/3556536

Author Contributions

Dewa Gede Hendra Divayana: Conceptualization, Methodology, Software, Validation, Formal analysis, Investigation, Resources, Data Curation, Writing - Original Draft, Writing - Review & Editing, Visualization, Supervision, Project administration. Agus Adiarta: Conceptualization, Methodology, Software, Validation, Formal analysis, Investigation, Resources, Data Curation, Writing - Review & Editing, Visualization, Supervision, Project administration. P. Wayan Arta Suyasa: Conceptualization, Methodology, Software, Validation, Formal analysis, Investigation, Resources, Data Curation, Writing - Review & Editing, Visualization, Supervision, Project administration. I Komang Gede Sukawijana: Methodology, Validation, Investigation, Resources, Data Curation, Visualization, Project administration. I Made Sugiarta: Methodology, Validation, Investigation, Resources, Data Curation, Visualization, Project administration. Made Susi Lissia Andayani: Methodology, Validation, Investigation, Resources, Data Curation,

Visualization, Project administration. All authors have read and agreed to the published version of the manuscript.

Acknowledgement

The authors would like to thank the Directorate of Research and Community Service, Ministry of Higher Education, Science, and Technology of the Republic of Indonesia for providing opportunities and funding in carrying out this research.

Funding

The authors received financial support based on a Research Grant with Contract Number: 100/C3/DT.05.00/PL/2025 and derivative contracts number: 380/UN48.16/PT/2025 from the Directorate of Research and Community Service, Ministry of Higher Education, Science, and Technology of the Republic of Indonesia for the research, authorship, and publication of this article.

Does this article screen for similarity?

Yes

Conflict of Interest

The authors have no conflicts of interest to declare. There is also no financial interest to report. The author certifies that the submission is original work and is not under review at any other publication.

About the License

© The Author(s) 2026. The text of this article is open access and licensed under a Creative Commons Attribution 4.0 International Licenses.

Cite this Article

Dewa Gede Hendra Divayana, Agus Adiarta, P. Wayan Arta Suyasa, I Komang Gede Sukawijana, I Made Sugiarta, Made Susi Lissia Andayani, Development and Initial Design Validation of the Warnasanghara Alkin-JOFF Model Based on Vijnanamaya Kosha for Evaluating Students' Competence and Spirituality, Asian Journal of Interdisciplinary Research, 9(4), (2026) 133-155. https://doi.org/10.54392/ajir2648