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On Making Humans Human: Engaging Affective, Cognitive, and Spiritual Dimensions within Instructional Design

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ABSTRACT

This paper aims to illustrate how to integrate the cognitive, affective, and spiritual dimensions using the models developed by Buchanan and Taplin. Buchanan's model incorporates the three components into religious education, while Taplin's is secular. However, they have not yet integrated model stages into instructional design, especially instructional events. This research uses the document analysis method, a systematic document review procedure. Document analysis requires data analysis and interpretation to gain meaning, comprehension, and empirical information. This study's central questions are: How can instructional design use these three dimensions, especially in Gagne's nine learning events? Data extraction finds literature on merging these dimensions. Build a conceptual framework to explain how these three dimensions interact in instructional design. This study outlines integrating the three dimensions in instructional design utilizing Gagne's nine learning events. This study will allow teachers to plan learning with cognitive, emotional, and spiritual dimensions and change how people learn.

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Introduction

The emergence of globalization and neo-liberalism has established a novel framework in education, wherein competitiveness and efficiency serve as the primary catalysts. This amalgamation has transformed the educational panorama worldwide, compelling educational establishments to conform to the requirements of an ever more cutthroat global market. The education system should modify itself to accommodate the evolving demands of the job market and the expectations of employers.[1]-[3]. This adaptation is crucial to enhancing the national education system's competitiveness and addressing the global market's demands [4]-[7]. Nevertheless, this amalgamation has a detrimental effect on educational principles such as integrity, inclusivity, cultural heritage, and the inner growth of students. This combination highlights the acquisition of expertise and proficiency to enter the workforce.

In a worldwide context, the education and learning process tends to cause a separation between the mind, body, and spirit. This separation affects the trend of education implementation [8], [9], which includes the trend in Indonesia. In facing the dynamics of the 21st century, forming a whole person through education is not an option but a necessity [10]-[13]. Era 4.0 and Society 5.0 emphasize the need for education that involves all human dimensions to create individuals who are not only experts in technical fields but also able to maintain balance and lead in ongoing changes [14], [15]. Integrating cognitive, affective, and spiritual dimensions provides significant benefits: creativity and professional resilience through cognition, personal and social development through affective dimensions, and moral integrity and social awareness through spiritual dimensions [16]-[18]. This approach produces intellectually intelligent graduates and individuals with emotional balance, morality, and a deep sense of purpose in life.

Outcome-based approaches to education (learning) emphasize the cognitive dimension extensively [19], where intelligence (cognitive) precedes behaviors, emotions, social relationships, and intuition, which are integral parts of the affective and spiritual. The separation between mind, body, and spirit in the learning process results in the non-implementation of holistic and transformative learning, neglecting non-cognitive dimensions. Suppose cognitive learning continues to dominate classroom practices. In this case, it is possible that 'learners can achieve the desired complex cognitive skills resulting in 'correct' answers' [20], [21]. Still, it does not guarantee that learning has reached a level of depth that can be transformative [22], [23]. Research has been conducted by Buchanan and Hyde [24] to integrate cognitive, affective, and spiritual dimensions, but focused on incorporating them in the curriculum for religious education. Meanwhile, Taplin [25] developed the research by Buchanan and Hyde [24] and integrated it into secular education. These two studies provide a model of integrating cognitive, affective, and spiritual dimensions into the curriculum.

However, they have yet to explore using the model in instructional design in a practical and specific way in the instructional event.

Designing holistic learning that touches the cognitive, affective, and spiritual dimensions requires the integration of the three dimensions. Integrating the three dimensions must be created in specific, practical, and concrete learning steps. This integration can make it easier for teachers to develop instructional materials and explain facts, concepts, principles, and procedures integrated with cognitive, affective, and spiritual dimensions. One strategy combining these three dimensions is the micro instructional organizing strategy, known as Gagne's nine learning events. Contemporary understanding highlights the interaction between cognitive processes, affective experiences, and spiritual/intuitive introspection in the learning process, with each aspect influencing the learning outcomes [24], [26]-[31]. The affective domain includes the emotional and attitudinal components of personal development, focusing on internal changes and patterns of behavior. This domain is particularly relevant in affective education, which is understood as the result of a process or product. In contrast, affective development is the development of an individual's emotional growth or internal transformation to benefit the individual and society. On the other hand, affective development refers to the result of the process, an individual who has adapted effectively and experienced emotional growth [32]-[36]. Krathwohl et al. [37] introduced the affective taxonomy, which focuses on emotions, attitudes, and feelings. The subcategories within this affective domain encompass the processes of receiving, responding, valuing, organizing, and characterizing [37]. Critics have argued that this taxonomy needs to be broader and theoretical, needing a specific and practical description of how to apply it in lesson plans [38]-[41]. Instead, it can only be utilized at a higher curriculum planning level [42], [43]. Another outline of the fundamental aspects of the affective domain, which include emotional, moral, social, aesthetic, motivational, and spiritual components, is given by Martin and Briggs [44]. They emphasize the significance of comprehensively including emotive and spiritual aspects in instructional design alongside cognitive, including the spiritual dimension. This integration aims to facilitate the exploration of the ultimate purpose and significance of the learning process[45].

Taplin [25] found a model that integrates these three dimensions, but it is still a learning framework that has yet to be applied in instructional design. It was also found that there was no simultaneous integration of cognitive, affective, and spiritual dimensions in the instructional event. This paper aims to provide a framework and practical steps on how to integrate cognitive (thinking role), affective (feeling), and spiritual (reflection-intuition) in instructional design as an integral part of the learning process that will encourage learning that "transcends" and fosters holistic and transformative learning using the model of integrating

affective, cognitive, and spiritual dimensions developed by Buchanan and Hyde [24] and Taplin [46] and practically adapting the model into Gagne's nine learning events.

Materials and Methods

The research method uses the document analysis method. This method systematically reviews or evaluates printed and electronic documents (computer- and internet-based) [47]. Document analysis requires reviewing and interpreting data to derive meaning, gain understanding, and develop empirical knowledge [48]. Documents contain text (words) and images that have been recorded without the researcher's intervention. The analysis procedure includes searching, selecting, assessing (understanding), and synthesizing the data contained in the documents. Through content analysis, document analysis generates data-quotes, excerpts, or whole passages, which are then organized into major themes, categories, and case-specific examples [49].

The research procedures are as follows: first, a document search strategy, article selection, and document quality assessment. The documents used in this study are from scientific journals published by credible publishers, and the keywords "integration of affective, cognitive, and spiritual dimensions in the curriculum" and "integration of cognitive, affective, and spiritual dimensions in instructional design" were used. The journal discusses integrating cognitive, affective, and spiritual dimensions in the curriculum. These journal documents have been tested for credibility, suitability, and authenticity using the lit maps and research rabbit applications, illustrating the documents' authenticity, suitability, and credibility. Second, the purpose of the document analysis must be determined. Document analysis in this study aims to obtain information about integrating cognitive, affective, and spiritual dimensions in the curriculum and their practical application in instructional design. The analysis found that integration exists but has yet to be practically implemented in the instructional event. Third, creating research questions. Based on the results of the document analysis, questions related to the results were constructed. The question built into this research is: how to integrate cognitive, affective, and spiritual dimensions in instructional design, especially Gagne's nine learning events? Fourth data extraction. The data on integrating cognitive, affective, and spiritual dimensions in instructional design were then extracted. Identification of literature related to integrating these three dimensions and their application in instructional design. Fifth data analysis. Development of a conceptual framework where the relationship between cognitive, affective, and spiritual dimensions is integrated into instructional design, especially Gagne's learning events. The results of this data analysis are then presented to answer the research objectives.

Results

A. Interplay between Cognitive, Affective, and Spiritual Dimensions in Learning

Transformative learning experiences occur when the learning process extends beyond acquiring knowledge and profoundly affects the learner's core, inspiring them to act in alignment with universal moral and ethical principles. These types of encounters necessitate a thorough and all-encompassing instructional approach. Optimal learning is achieved harmoniously when the cognitive, emotional, and spiritual parts operate [22], [31]. This perspective underscores the comprehensive aspect of learning, emphasizing the interplay between mental processes, emotional involvement, and spiritual contemplation as supplementary to the learning process [50]-[52].

The cognitive dimension is a core component of learning that centers on the cognitive processes involved in acquiring, processing, and retaining information. Encompasses cognitive processes such as analytical reasoning, finding solutions to challenges, and improving memory capacity. Within the realm of learning, the cognitive dimension is crucial for acquiring knowledge and mental processes [53]-[55]. This correlation emphasizes the necessity of holistic instructional designs beyond conventional approaches, integrating many learning elements to promote individual development and a life characterized by honesty and moral principles. The cognitive dimension is a crucial element of learning that, when combined with the emotional and spiritual aspects, enhances a comprehensive and transforming educational experience. Integrating the cognitive, emotional, and spiritual aspects is crucial for a transforming educational experience [24], [56]-[58]. Transformative learning is a comprehensive process that encompasses all aspects [58]. A spiritually sensitive and transformational pedagogy can help learners establish a connection with transcendent reality and undergo personal development. The citation for the source is Lawrence and Dirkx [57].

The affective dimension of learning refers to the emotional characteristics and attitudes that impact an individual's learning process. The cognitive dimension is tightly interconnected with and has a reciprocal and dynamic interaction with it. It plays a crucial role in fostering a comprehensive approach to education [59], [60]. This dimension encompasses factors such as learners' affective states, drive, orientations, cognitive dispositions, and individual characteristics such as introversion and extroversion. It encompasses specific mindsets and behaviors linked to acquiring knowledge, such as autonomy, drive, analytical reasoning, resilience, an optimistic outlook, and self-worth [59], [61], [62]. The affective dimension is a multifaceted notion that encompasses various aspects of learning, such as emotions, social interactions, aesthetics, morality, spirituality, and motivation. The affective dimension is crucial in facilitating a comprehensive and transformative learning experience by

incorporating emotional and attitudinal elements with cognitive and spiritual aspects of learning.

Including the spiritual dimension in education is crucial and frequently disregarded, yet it plays a vital role in forming a thorough and overall learning experience. Incorporating the spiritual aspect into the educational structure enhances the depth and significance of the learning process [63], [64]. The spiritual component encompasses examining and comprehending an individual's existential inquiries, purpose, values, and interconnectedness with the broader scope of existence [65], [66]. It transcends religious affiliation and explores essential aspects of human existence, contributing to a sense of identity, morality, and the significance of education. The spiritual dimension facilitates attaining the ultimate level of self-actualization, where individuals achieve the pinnacle of self-actualization and are capable of functioning entirely as transcendent (spiritual) self-actualizers [67]. According to Maslow, the pinnacle of self-actualization is the Spiritual Life domain, which is an integral component of human nature and represents the ultimate human requirement. This characteristic is well-defined and supported by various sources [68]-[70].

Integrating spiritual, affective, and cognitive dimensions in learning represents a holistic approach that recognizes the multifaceted nature of human development. This synergistic integration enhances the educational experience, fostering more profound understanding, emotional engagement, and purpose among learners. The cognitive dimension, which includes intellectual processes such as knowledge acquisition, critical thinking, and problem-solving, is the cornerstone of academic learning. However, when integrated with the affective dimension, which includes emotions, attitudes, and values, the educational experience becomes more meaningful. Emotions play an essential role in the learning process, influencing motivation, engagement, and the formation of a personal connection with the subject matter. The integration of the spiritual dimension adds a layer of depth to the learning experience. The spiritual dimension involves exploring an individual's existential questions, values, and connectedness to a broader, transcendent context. The relationships between cognitive, affective, and spiritual aspects have been examined in creating educational programs and teaching methods, focusing on involving students within and beyond the classroom [24], [71].

The significance of a comprehensive approach to education is highlighted by the interconnection between the cognitive, affective, and spiritual aspects of learning [58], [72]. Incorporating this dimension creates opportunities for learners to reflect on the' purpose, values, and ethical implications of their actions, thus encouraging a more profound and purposeful learning journey. The practical integration of these dimensions involves designing learning experiences that appeal to diverse aspects of human development. The educational process becomes more comprehensive and impactful by addressing the whole person. The

interconnectedness of these dimensions contributes to the development of well-rounded individuals who possess intellectual prowess and demonstrate emotional intelligence, ethical wisdom, and life purpose.

B. Integration of Affective, Spiritual, and Cognitive Dimensions in Instructional Design

To produce a comprehensive and impactful learning experience, it is crucial to incorporate spiritual, emotive, and cognitive aspects into the design of the learning process [24], [35], [73], [74]. This integration posits that the cognitive dimension pertains to the acquisition of factual and practical knowledge, as well as the development of skills and abilities. On the other hand, the affective dimension involves the opportunity to engage and motivate learners to internalize the knowledge gained in the cognitive dimension by appealing to their emotions. Lastly, the spiritual dimension encompasses the interconnectedness and relationships one has with oneself, others, the world, and potentially the Transcendent. It provides a platform for reflection and expression of the transformative aspects resulting from action [24], [25], [46], [75].

Buchanan's model [24] and Taplin's [25] propose models for integrating cognitive, affective, and spiritual dimensions of learning into the curriculum. Buchanan's model [24], applied in religious education, emphasizes the interaction of these dimensions. Taplin's model [25], used in secular education, focuses on integrating these dimensions into the existing subject curriculum. Astleitner [76] extends this further by providing learning strategies for cognitive, affective, and spiritual engagement in learning.

This integration model pertains to the models that Buchanan and Hyde [24] and Taplin [25] formulated. It is examined within the instructional design framework, employing Gagne's learning steps, incorporating the affective and cognitive elements established by Martin and Briggs [44]. This fosters a seamless link among all components of the learning process and a harmonious relationship between the three dimensions, resulting in a profound and impactful type of learning. This paper proposes that cognitive, affective, and spiritual aspects should be recognized and expressed in the instructional design of each learning activity. This challenges learners (teachers) when planning learning and classroom activities, incorporating these three dimensions.

They can serve as an entry point for integrating these three dimensions. The teacher can make one of the dimensions the foundation in lesson planning with a proportional distribution depending on the characteristics of the subject or content area, because these three dimensions are discussed within the framework of the learning activity itself. This step can shape learners to experience learning in three dimensions, not just one dimension. Thus, the interaction between affective, cognitive, and spiritual can facilitate a holistic and transformative learning climate.

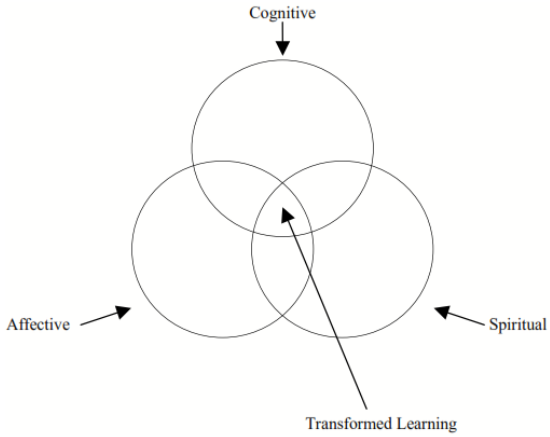


Fig. 1. Buchanan Models [24]

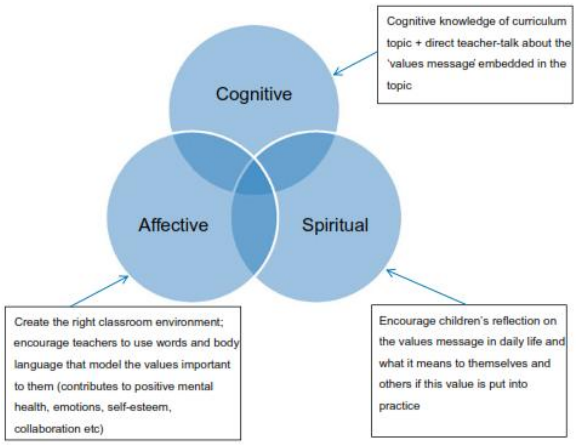
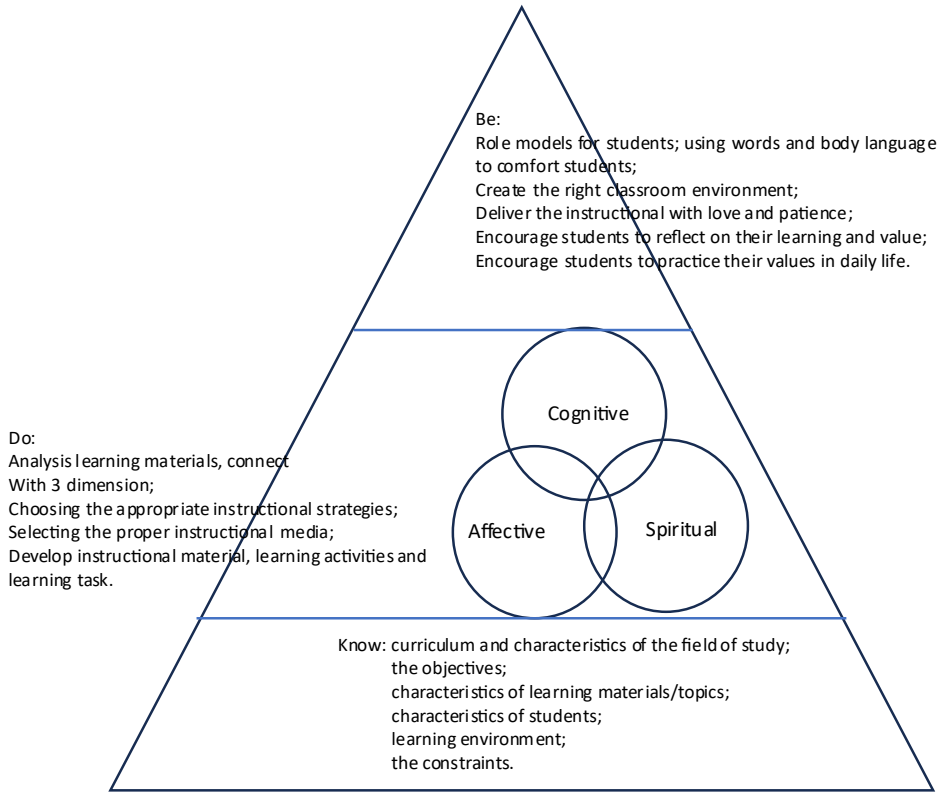


Fig. 2. Taplin Models [25]

The paradigm proposed by Buchanan and Hyde [24] and Taplin [25] advocates incorporating affective and spiritual elements into the learning strategy and cognitive aspects. To effectively plan learning, it is necessary to identify and specify these three components within the context and content of the learning process. The current curriculum in Indonesia is focused on addressing this context. However, curriculum implementation still heavily emphasizes cognitive aspects in the learning planning. This approach provides a comprehensive understanding of combining the three dimensions to achieve holistic learning effectively.

The learning planning process that integrates these three dimensions needs to pay attention to the so-called "hidden curriculum" and "knowledge message" expected to be achieved in the learning process. Several strategies can be used in designing learning by integrating the three dimensions: peer learning, cooperative learning, collaborative learning, problem-based learning, project-based learning, group discussion, modeling, and mentoring [36], [77]. In integrating the three dimensions in instructional design, teachers are expected to mix learning materials to answer the affective, cognitive, and spiritual needs by considering the chosen learning strategy and learning media used, and paying attention to the learning conditions.

Fig. 3 illustrates integrating cognitive, affective, and spiritual dimensions in designing learning. These steps are explicitly described in Table 2, where Gagne's nine learning steps show the entire know-do-be process.



Adapted and developed from Buchanan and Hyde [24] and Taplin [25]

Fig. 3. Model of integrating cognitive, affective, and spiritual dimensions

Specifically, in integrating these three dimensions, teachers can use reflective learning. Reflective learning allows learners to recall what they have learned, focusing on the feelings and emotions associated with the learning material or the value contained in the material. Then, learners look deeper into the problems they experience or find related to the learning material or the value of the learning message. This process will encourage learners to reflect on and model the learning process they have experienced and relate it to their daily lives. The learning process that integrates the three dimensions will encourage learners to reflect so they are challenged to discuss how to implement their knowledge correctly, well, and beneficially. See Table 1 for the questions.

Reflective questions that integrate the three dimensions, cognitive, affective, and spiritual, challenge learners to reflect. The purpose of reflection is to connect learners with their external and internal circumstances. The communication built within the learner will form spiritual awareness, which will then be shown in action based on the knowledge in the learner's environment.

Table 1. Questions Encourage Learners to Reflect

No	Questions	Dimension
1	What have you learn?	Cognitive
2	What are the values and messages of the topics you learned?	Cognitive
3	What are the benefits of the topic you learned?	Cognitive
4	How will you use this knowledge in your everyday life?	Cognitive-Affective
5	How do you feel when you use the message (value) in your everyday life?	Affective
6	How do you feel when you don't use this value daily?	Affective
7	How would others feel if you used (this value)? How would they think if you didn't?	Affective
8	How do you feel if others use the same value as you? How do you think others don't use/forget to use (value)?	Affective
9	What can you do to ensure these values are part of your life? How do you use these values to help yourself, your friends, your community, society, and even the world?	Cognitive-Affective-Spiritual
10	Teachers design learning activities that become tasks for learners to implement the three dimensions in learning practices within a specific period, then ask learners to reflect on the various changes from the learning experience.	Cognitive-Affective-Spiritual

Adapted from Mustakova-Possardt [78]

C. Interplay between Cognitive, Affective, and Spiritual Dimensions in Learning

To integrate the three dimensions in instructional design, teachers need to understand and know material characteristics, learning objectives provided by the curriculum, and learner characteristics. This knowledge is helpful for teachers in choosing suitable instructional strategies and instructional media and dividing the portion of each dimension in the learning process.

Table 2 represents an example of integrating the three dimensions in Gagne's learning steps, using one learning objective from a cognitive point of view. Due to the learning level of the learner and the nature of the learning objective, Gagne's nine learning steps can be described. Integrating these three dimensions uses the framework developed in Gagne's nine events of instruction when integrating cognitive and affective dimensions in instructional design [44]. Learning Objective: "Given an overview of data in graphs and diagrams, learners will explain the discovery of data meaning."

Table 2. Example of Integration

Type of outcome: Intellectual, moral, spiritual skills (cognitive, affective, spiritual)

Event of Instruction	Medium	Prescription	Explanation
1. Gaining attention	The teacher displays data in the form of graphs.	Look at this chart. The teacher displays a graph of the teenage dropout rate.	The teacher explains the graphs used, the types of ways to present data
2. Informing learners of the objectives	Teacher	Today, we will learn together about the presentation of data and its imposition. Everyone will learn to present data and interpret the data.	The teacher explains the learning objectives to be achieved and what will be obtained from each learner at the end of the learning.

Event of Instruction	Medium	Prescription	Explanation
3. Stimulate recall of prerequisite learning	Teacher Students	Before we begin, let's look at various examples of presenting data. The teacher reviews the main concepts of data presentation. The teacher asks the learner why we must present data and why data is required.	Teachers need to understand that all fields of study are strongly related to everyday life's intellectual, emotional, and spiritual aspects. It is essential to bring up thoughts from learners, which will encourage them to relate what they have learned to the context of everyday life. (cognitive-affective dimension)
4. Present the new stimuli	Teacher Students Instructional media	The teacher explained that the graph of adolescent dropout rates was obtained from the results of a survey conducted by the government. Teachers facilitate discussion about why data needs to be collected and presented, and its benefits for governments, communities, and individuals. Stimulate how data is collected and how to show it. The teacher brings the idea of the importance of having data vs. not having data and the interrelation of these two things in everyday life.	In this step, the teacher stimulates learners' cognitive and affective abilities to find, understand, and give meaning to critical information in the graph. (cognitive-affective dimension)
5. Elicit the performance	Teacher Students Instructional Media	The teacher again showed an infographic about the number of violent crimes teenagers commit. Ask learners to find important information contained in the infographic.	The teacher can ask lighter questions. What is learned? What message did it get? What are the benefits of the topic studied? (cognitive dimension)
6. Provide feedback	Teacher Students	Encourage learners to think (reflect) more deeply about the meaning of the data presented.	The teacher listens to the answers given by the learners and asks the learners to give each other input. (cognitive dimension)
7. Guide thinking	Teacher	The teacher again showed an infographic about the number of violent crimes teenagers commit. Ask learners to interpret the data contained in the infographic and provide solutions to their findings. Let learners explain their findings independently, and allow them to present the data they found and how solutions were offered.	The teacher provides guidance: How do you feel/view the data? What if you are also one of the teenagers who are recorded as violent? How do you think about it? How do you view teenagers who belong to the set of abusers? What if one of your family members is a victim of violence? Or what if you are a victim of violence? How did you solve it? (affective dimension)
8. Provide for transfer and retention (This step is a step to solve the problem and integrate the affective, cognitive, and spiritual dimensions)	Teacher	Give learners data on the number of violent crimes adolescents commit through infographics. Allow them to reflect on the meaning of the data. Discuss daily realities that they experience or see. Provide learners with diverse data on violence rates (e.g., bullying, theft, abuse, etc.). Ask learners to provide meaning. Ask learners to interpret data and provide solutions by relating it to everyday life.	What is learned? What message did it get? What are the benefits of the data studied? How do you feel/view the data? What can you do to ensure the data can be understood as meaningful? How do you use the meaning of that data to help yourself and others? (affective-cognitive-spiritual dimension)
9. Assess attainment	Teacher Project-Based Learning	The teacher provides tasks for learners to conduct small-scale surveys in their environment.	Teachers design contextual, meaningful assignments and encourage reflective learning to

Event of Instruction	Medium	Prescription	Explanation
		Learners can choose the topic to be surveyed. Learners analyze the survey results, provide meaning and solution steps to the findings, and present their findings and solutions in diagrams, graphs, and charts. Learners are also encouraged to reflect on the various changes gained from the learning experience.	integrate affective-cognitive-spiritual learning.

Adapted from Martin and Briggs [44]

Table 2 shows how the nine learning steps are used. In the design process, steps 5, 6, and 7 can be interchanged according to the needs of the learning process. The example above uses the cognitive dimension as the entry point in the learning process. However, of course, the instructional designer can also use the other two dimensions as the entry point of the learning process. The starting point choice depends on the subject's characteristics and material. Suppose the instructional designer (teacher) wants to use mobile devices or computers in learning. In that case, the framework in Table 2 is very flexible and can be modified.

Integrating affective, cognitive, and spiritual dimensions in learning, which is often done separately according to specific content and subject areas, sometimes does not touch a learner holistically. The outline of integrating these three dimensions in instructional design, especially in the teaching plan that the teacher will present in the classroom, can transform the learning experience to provide more profound, meaningful, and sustainable learning effects for learners. Integrating spiritual, affective, and cognitive dimensions in learning represents a holistic approach that recognizes the multifaceted nature of human development [73], [79], [80]. This synergistic integration enhances the educational experience, fostering more profound understanding, emotional engagement, and purpose among learners.

The cognitive dimension, which includes intellectual processes such as knowledge acquisition, critical thinking, and problem-solving, is the cornerstone of academic learning. [81]-[83]. However, when integrated with affective dimensions that include emotions, attitudes, and values, the educational experience becomes more meaningful. Emotions play an essential role in the learning process, influencing motivation, engagement, and the formation of a personal connection with the subject matter [84]-[87]. In addition, integrating the spiritual dimension adds depth to the learning experience [28], [88]. The spiritual dimension involves exploring an individual's existential questions, values, and connectedness to a broader and transcendent context. By incorporating this dimension, educators create opportunities for learners to reflect on the' purpose, values, and ethical implications of their actions, thus encouraging a more profound and purposeful learning journey.

Creating learning experiences that cater to many facets of human growth is necessary to incorporate these dimensions effectively. For instance, educators can integrate reflective

exercises, contemplative practices, discussions, and virtual discussions using technology, multimedia presentations, and mobile learning. These methods aim to motivate learners to explore not only the intellectual aspects of a subject but also its affective and spiritual dimensions. The interconnection of these aspects fosters the growth of individuals who possess not only intellectual intelligence but also demonstrate emotional intelligence, moral discernment, and a sense of life purpose, enabling them to navigate their lives in a rapidly changing environment.

Ultimately, integrating spiritual, affective, and cognitive dimensions in instructional design contributes to the development of the whole person. This approach aligns with contemporary educational theories emphasizing the importance of educating the whole person, preparing learners for academic success and a meaningful and purposeful life. It challenges instructional designers to move beyond a purely cognitive focus and implement a more holistic vision of education that addresses the multiple dimensions of human experience.

Conclusion

It is realized that the framework of integrating the three dimensions in instructional design can be challenging for teachers to implement. This is possible with understanding the affective and spiritual dimensions and how knowledge is formed. In lesson planning, teachers know how to integrate the cognitive dimension in learning, but do not understand how to integrate the affective dimension in education. However, with the framework offered above, it is hoped that teachers will understand how to integrate cognitive, affective, and spiritual dimensions in instructional design. Further research can be done to develop assessment and measurement instruments related to integrating the three dimensions. Exploration of the role of technology, such as augmented reality, virtual reality, mobile learning, and seamless learning, in creating immersive and transformative learning experiences that involve the integration of the three dimensions.

Conflict of Interest

The authors should declare that there is no conflict of interest.

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