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

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**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

$\Sigma$ = 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

$\Pi$ = Product

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

Notes:

$R$ = R-Vector

$D$ = D-Vector

$\Sigma$ = 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

$\Sigma$ = 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).

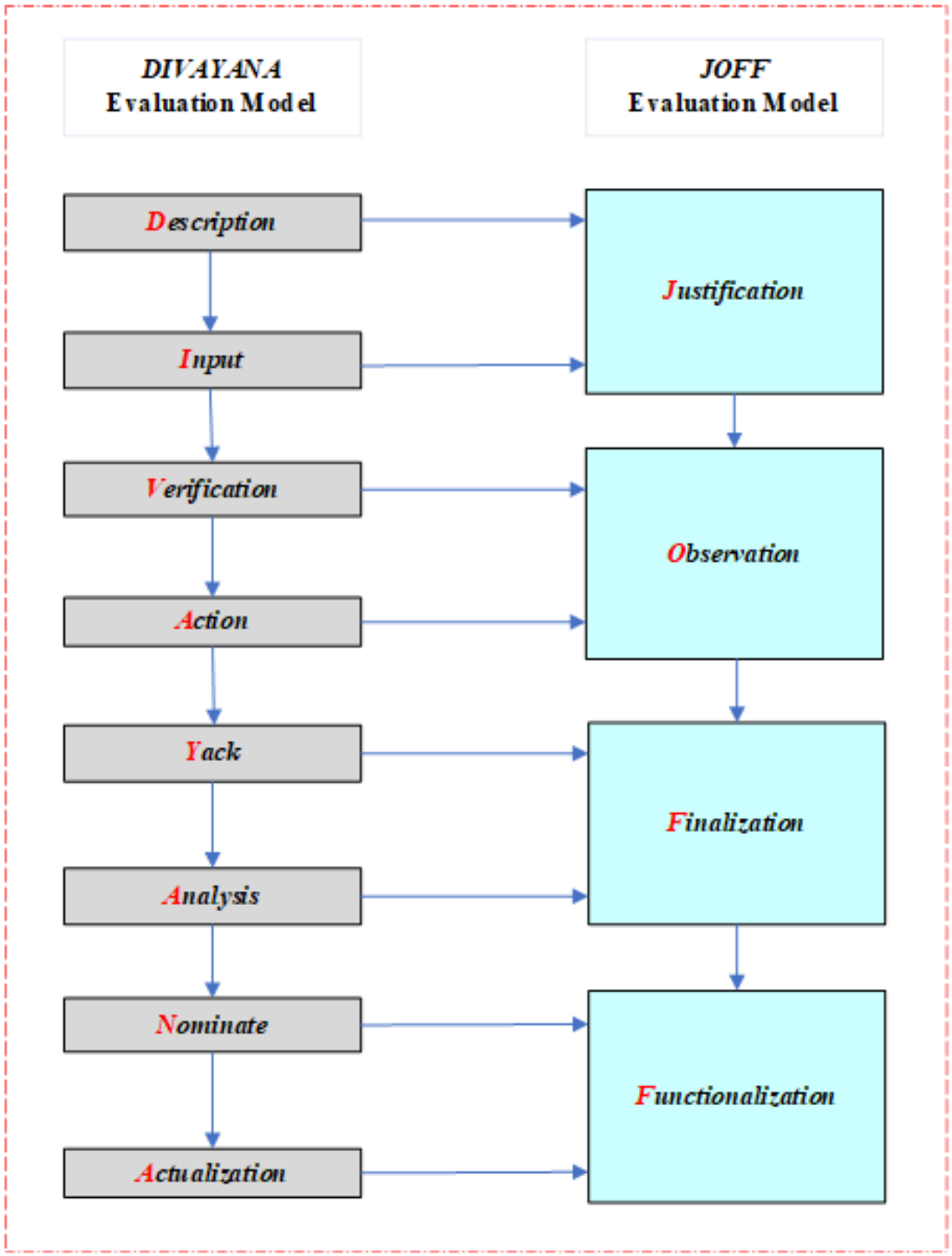



**Figure 1.** Transformation of DIVAYANA model stages into JOFF model stages.

*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.

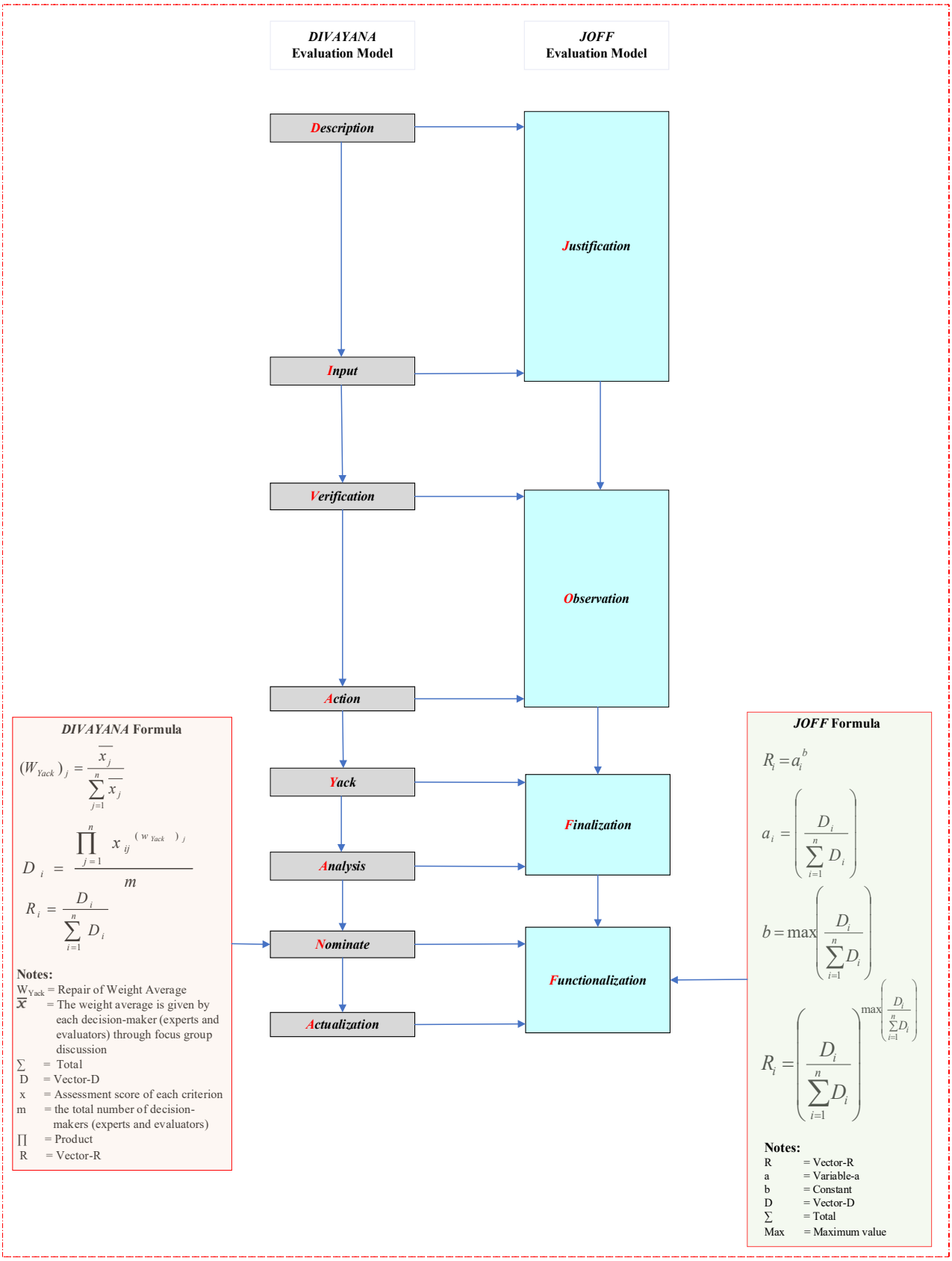



**Figure 2.** Metamorphosis of the ranking formula in the DIVAYANA model to the ranking formula in the JOFF model.

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.

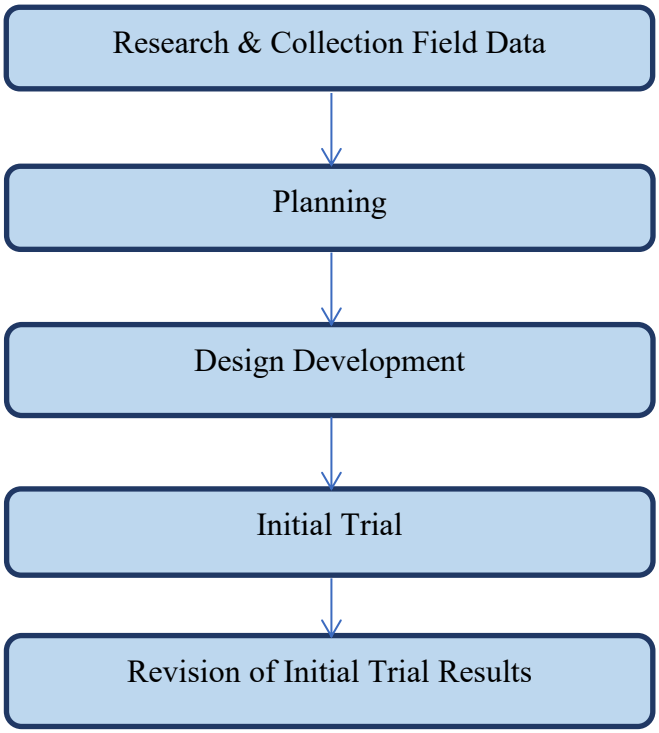



**Figure 3.** The development stages of the *Warnasanghara* Alkin-JOFF model design based on *Vijnanamaya Kosha* on the psychofun-hybrid platform by mindful learning nuances.

### 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.

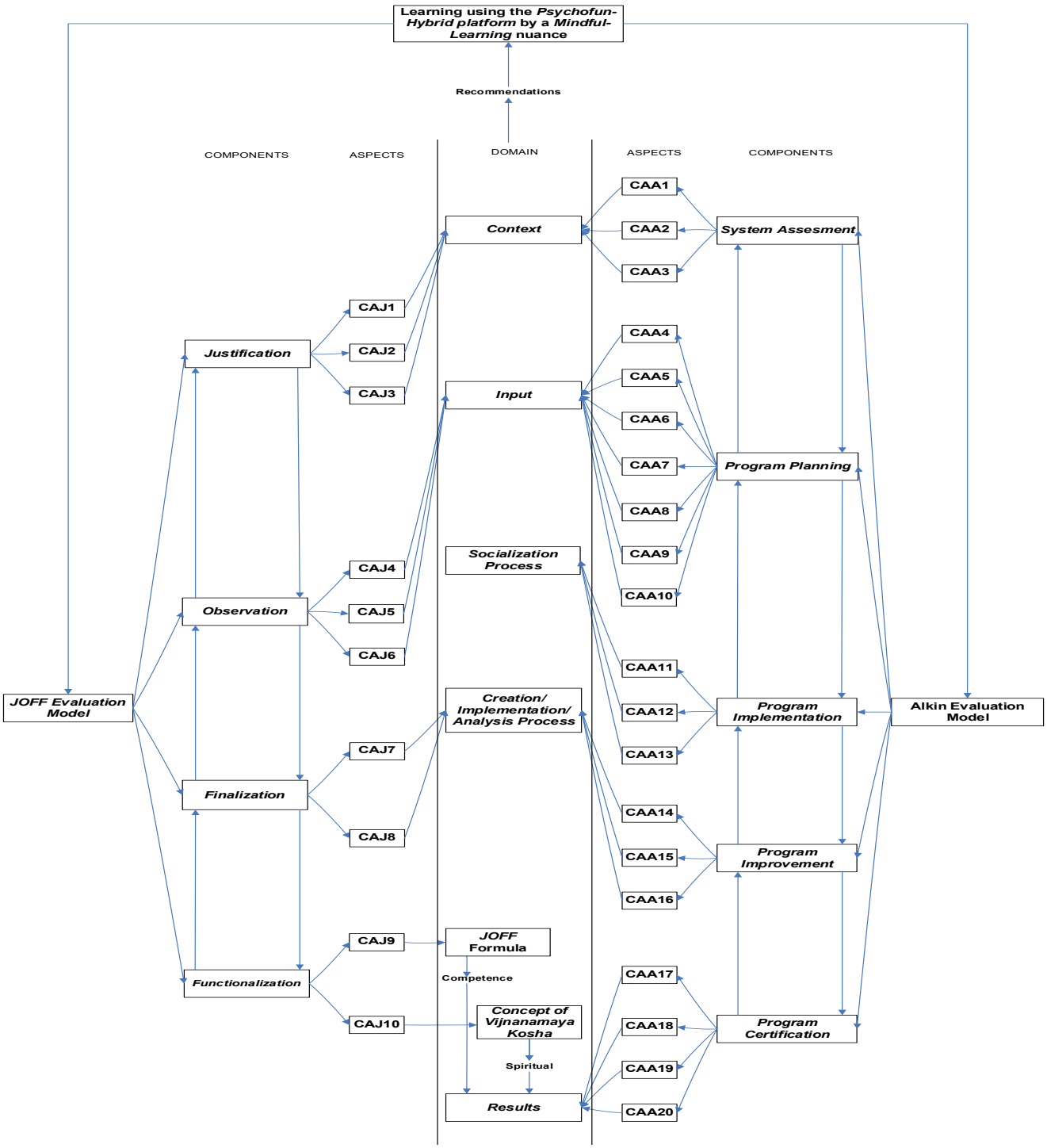



**Figure 4.** The initial design of the Warnasanghara Alkin-JOFF model based on Vijnanamaya Kosha on the psychofun-hybrid platform by mindful learning nuances.

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.

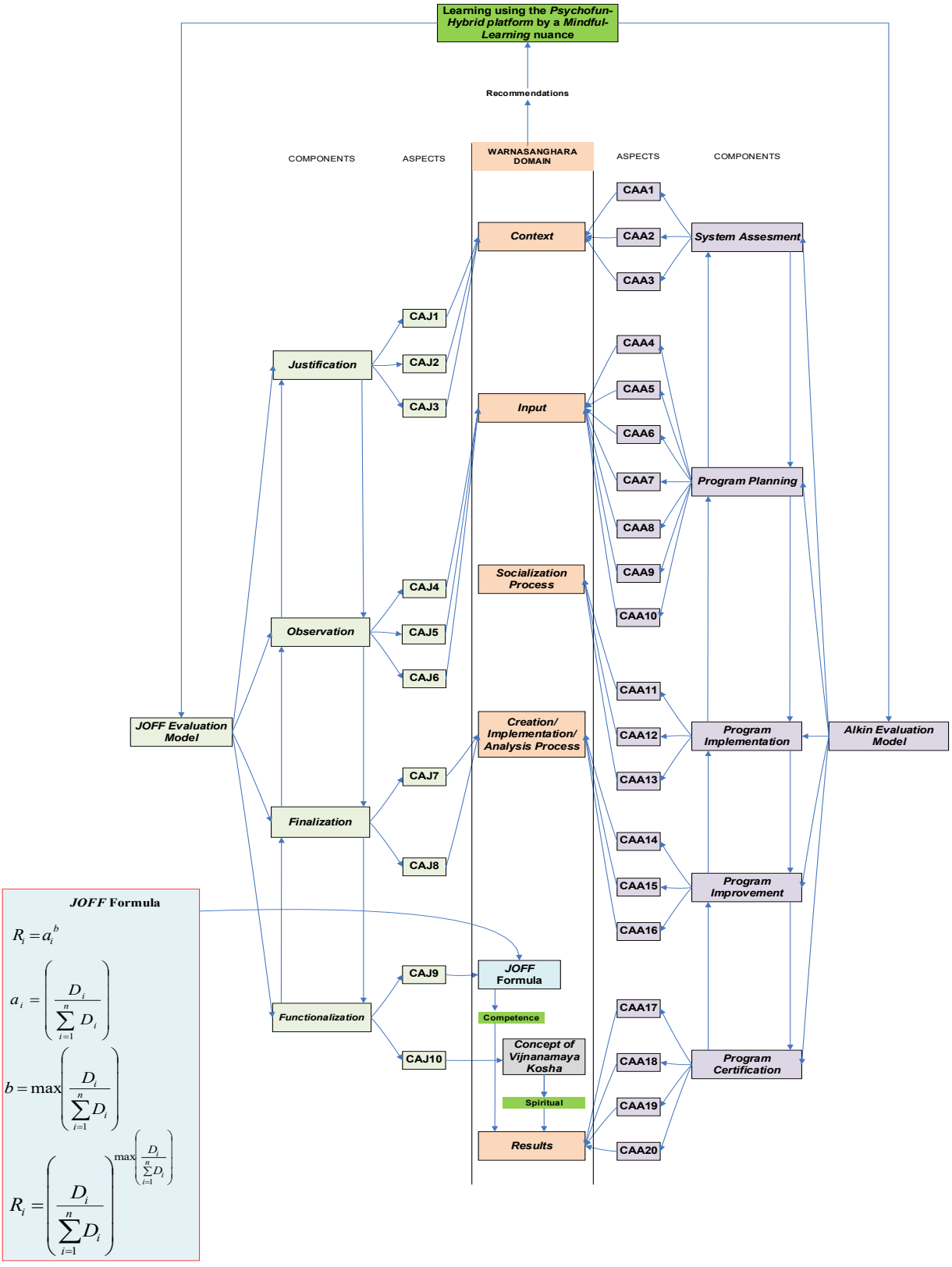



**Figure 5.** Results of the revision of the initial design of the Warnasanghara Alkin-JOFF Model based on Vijnanamaya Kosha on the psychofun-hybrid platform by mindful learning nuances.

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.

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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.

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