# JURNAL PROFESIONALISME GURU

# AFFECTIVE LEARNING STRATEGIES IN FORMING STUDENTS' RESPONSIBLE CHARACTERS

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**Abstract:** *The formation of responsible character is one of the main goals of character education in the school environment. Affective learning strategies play an important role in instilling moral and ethical values that encourage students to act consciously, honestly, and consistently towards their duties and obligations. This study aims to describe various affective learning strategies applied by teachers in forming students' responsible character and to analyze the effectiveness of implementing these strategies in the context of learning in secondary schools. The method used is descriptive qualitative with data collection techniques in the form of observation, interviews, and documentation studies. The results of the study indicate that affective approaches such as teacher role models, habituation, giving awards, value reflection, and project-based learning are very effective in forming students' responsible attitudes. In addition, the emotional involvement of teachers and warm interactions with students are also supporting factors in fostering students' affective awareness of the importance of being responsible in everyday life, both in and outside of school.*

*Keywords: Affective learning strategies, character education, student responsibility*

**INTRODUCTION**

Education is a strategic means in forming humans who are not only intellectually intelligent, but also emotionally and morally mature. In the context of 21st century education, educational success is not only measured by academic achievement, but also by the ability of students to internalize and practice character values in everyday life. One of the most essential character values and an indicator of individual maturity is responsibility. The character of responsibility includes a person's willingness to fulfill their obligations with full awareness, honesty in the actions taken, and being able to bear the consequences of their choices. This value is very important in forming citizens with integrity and productivity.(Adha & Ulpa, 2021, p. 89)

However, in practice, the formation of responsible character is often still a major challenge in schools. Many students show behavior that does not reflect responsibility, such as lack of discipline in completing assignments, ignoring school rules, and not caring about the social environment. This phenomenon indicates a gap between the expected value education and the reality in the field. This encourages the need for an approach that touches more on the affective domain of students in the learning process. In Bloom's taxonomy, the affective domain is a domain that includes attitudes, emotions, values, and a person's internal motivation. This domain is often overlooked because it is difficult to measure quantitatively, even though it has a key role in shaping the behavior and character of students.(Adisusilo;, 2012, p. 1).

Affective learning strategies are approaches that are consciously designed to develop students' affective aspects, such as empathy, self-awareness, responsibility, and honesty, through meaningful learning experiences. This approach does not only rely on the delivery of cognitive material, but also utilizes teacher role models, value habits, reflective discussions, and activities that involve students' emotional dimensions. Teachers play a central role in this strategy. Teachers' role models in attitudes, consistency in implementing values, and the ability to build positive emotional relationships with students will influence how students absorb and emulate character values. In addition, a supportive learning environment and learning activities designed to actively involve students in decision making, problem solving, and teamwork also strengthen the formation of responsible character.(aina, nd, p. 3)

This study aims to explore how affective learning strategies are applied by teachers in the learning process and to what extent these strategies are able to shape students' responsible character in secondary schools. The focus of the study is not only on the types of strategies used, but also on the dynamics of their implementation, the challenges faced, and their impact on student behavior in real contexts. Thus, the results of this study are expected to provide theoretical and practical contributions to the development of character education in Indonesia, especially in terms of strengthening responsibility as one of the main pillars in the formation of students' personalities.(Ardiansyah & Iswahyudi, 2023, p. 90)

**METHODS**

This study employs a descriptive qualitative approach with the aim of gaining an in-depth understanding of the application of affective learning strategies in shaping students' sense of responsibility within the school environment. The qualitative approach was chosen because the problems examined are contextual and complex, and cannot be reduced to numerical data alone. Instead, they require thorough

exploration of naturally occurring phenomena through direct interaction with research subjects. The type of research used is qualitative with a case study design, which allows for detailed and comprehensive examination of how affective learning strategies are applied by teachers in real school situations and how these strategies influence the development of students' responsible character. The case study design provides researchers with the flexibility to capture the complexity of interactions between subjects and the social dynamics present in the classroom.

The research was conducted at one of the senior high schools, for example, SMA Negeri 3 Padangsidimpuan, which consistently implements character education in its learning processes. The location was selected purposively, considering the school's commitment to a learning program that aligns with the objectives of the study. Research subjects included subject teachers particularly those who apply affective strategies in teaching Grade XI students who experience the application of these strategies, and school leaders such as the principal and the vice principal for curriculum as policy makers.

Data collection techniques employed in this study included participatory observation, where the researcher directly observed classroom learning processes to identify affective strategies used by teachers, the nature of teacher-student interactions, and students' affective responses to learning. Observations were carried out systematically using pre-prepared observation guidelines. Additionally, in-depth interviews were conducted with teachers, students, and principals to explore their perceptions, experiences, and views regarding affective strategies and their impact on character formation. These interviews were semi-structured, allowing for flexible and comprehensive data exploration.

A documentation study was also carried out by analyzing various documents such as lesson plans (RPP), teaching modules, student assessment records, and school documents related to extracurricular and character-building programs. The data obtained were analyzed using the interactive model of Miles and Huberman, which includes three main stages: data reduction summarizing and selecting key points while focusing on data relevant to the research objectives; data display presenting information in descriptive narratives, tables, or matrices to help identify patterns and relationships; and conclusion drawing and verification formulating preliminary conclusions and confirming them through additional data until they are considered valid and reliable.

To ensure the validity of the data, triangulation of sources and techniques was applied by comparing findings from observations, interviews, and document analysis. Furthermore, member checks were conducted by validating the research findings with the participants to confirm the accuracy of data interpretation. Ethical considerations were also observed throughout the research. The researchers maintained the confidentiality of participants' identities, obtained formal permission from the school, and ensured voluntary participation without coercion. All data collected were used strictly for scientific purposes.

## RESULTS & DISCUSSION

## The Role of Teachers in Guiding and Facilitating Students' Affective Development Related to the Value of Responsibility

In the realm of education, teachers serve not only as transmitters of knowledge but also as educators and mentors in shaping students' character. One crucial dimension

of character education is affective development, which encompasses the formation of attitudes, values, emotions, and moral responsibility towards oneself, others, and the environment. Among these, the value of responsibility holds a significant place in the affective domain, as it involves an individual's awareness in fulfilling obligations and accepting the consequences of their actions. The teacher's role in nurturing this sense of responsibility is strategic due to their consistent and direct interaction with students in the school setting. This role can be understood through several key aspects. First, as role models, teachers provide concrete examples through their behavior, discipline, and empathy. Students tend to observe and imitate what they see, making modeling one of the most effective affective strategies. Second, teachers act as facilitators of a learning environment that supports the growth of responsibility. They shape classroom cultures that value collaboration, timeliness, and accountability by encouraging project-based learning and giving students opportunities to make decisions and take ownership of their actions.

Third, teachers serve as guides in the process of self-reflection, helping students understand the rationale and impact behind their behavior. Through discussions, reflective journals, case studies, and open Q&A sessions, students are guided to internalize the importance of responsibility in real-life contexts. Fourth, teachers also function as providers of reinforcement and feedback. By offering praise, recognition, and appropriate rewards, teachers strengthen responsible behavior, while also giving constructive, educational feedback when students fall short, avoiding punitive approaches that may demoralize. Fifth, teachers act as mediators between students and social values. They contextualize learning by connecting academic content with life issues, cultural norms, and moral narratives, allowing students to see the relevance of responsibility in their daily lives. Through school programs such as cleaning duties, punctuality, and literacy routines, teachers also instill responsibility through habituation strategically integrating affective direction into routine practices to foster character formation.

Furthermore, teachers play a vital role in collaborating with parents to support affective development at home. The value of responsibility must be nurtured consistently both at school and in the family. This collaboration involves mutual communication, behavioral monitoring, and alignment of educational approaches between teachers and parents. The teacher's multifaceted role as educator, role model, facilitator, moral guide, and cultural architect underscores the complexity and depth of affective learning. The effectiveness of affective strategies hinges greatly on the teacher's sincerity, consistency, and capacity to create emotionally engaging and meaningful learning experiences. Therefore, enhancing teachers' competence in affective education is a strategic move toward cultivating responsible, ethical, and character-driven generations.

The primary aim of this study is to gain a comprehensive understanding of the roles and implementation of affective learning strategies in shaping students' responsibility within a secondary school environment. Specifically, the research seeks to identify the types and forms of affective learning strategies utilized by teachers in the classroom, with a focus on methods designed to foster emotional awareness and values related to responsibility. These include modeling, habituation, value reflection, experiential learning, and contextual approaches. The study also analyzes the role of teachers not merely as content facilitators but as moral agents capable of inspiring and shaping students' character through interpersonal interaction and emotional engagement.

Moreover, this research describes the dynamics of implementing affective strategies in learning processes oriented toward responsibility, delving into the processes, challenges, and creative methods used by teachers. It examines the integration of these strategies within both curricular and extracurricular contexts. Another objective is to assess the effectiveness of affective learning in shaping actual responsible behavior among students, such as completing assignments punctually, being honest, upholding trust, and actively participating in social and school-related activities. The study also explores supporting and inhibiting factors in implementing affective strategies, such as school policies, family involvement, teacher competencies, and student receptiveness. Finally, the study aims to provide strategic recommendations for teachers, schools, and policymakers in developing character-focused learning, especially by optimizing the teacher's role in cultivating affective values. Through this research, it is hoped that practical, applicable insights will be generated to reinforce character education in schools, contributing to the development of responsible individuals.

**The Impact of Implementing Affective Learning Strategies on Students' Responsible Attitudes in Daily Life**

Affective learning strategies are educational approaches that emphasize the development of students' values, attitudes, emotions, and feelings. The primary objective of these strategies is to build strong character and personality, including a sense of responsibility which is foundational in personal, social, and academic life. When applied consistently and purposefully within the learning process, affective strategies have impacts that extend beyond the cognitive domain, manifesting in students' real-life behaviors. Several observable outcomes of these strategies include increased awareness of duties and obligations, formation of ownership over the learning process, improved ethical and social behavior, enhanced decision-making and accountability, and the growth of independent, consistent character. For instance, through ethical discussions, reflection activities, and teacher role modeling, students become more disciplined in completing assignments, managing time, and accepting consequences for their actions. They no longer delay work or blame others, but rather admit mistakes and seek solutions responsibly.

Additionally, affective strategies such as project-based learning and value discussions foster emotional involvement and active participation. This encourages students to take initiative, seek information independently, ask questions when confused, and support peers in need demonstrating that they view learning as a personal duty rather than a task for grades. These strategies also influence students' behavior in social contexts. Affective training nurtures empathy, environmental concern, and commitment to group responsibilities, often seen in their voluntary participation in extracurricular activities or community service. Through case studies and value dialogues, students also develop critical moral reasoning skills, understanding that each decision carries consequences. This realization builds the capacity to take responsibility even in failure, shifting motivation from fear of punishment to genuine awareness of duty.

Furthermore, the consistent application of affective strategies leads to the internalization of values, shaping students to act responsibly regardless of supervision. Such students demonstrate honesty, respect for others, and commitment to tasks even when unsupervised, showing that responsibility has become part of

their personality. As a result, interpersonal relationships improve responsible students are seen as trustworthy, reliable, and effective communicators, which strengthens connections with peers, teachers, and parents. Teachers, in turn, are more inclined to delegate leadership or independent roles to these students.

The application of affective learning strategies has proven highly effective in reinforcing students' responsibility in everyday life. By engaging emotional dimensions and human values, students not only understand the concept of responsibility but also embody it in their actions. This affirms that character education through affective learning is not only relevant but essential for shaping individuals who are independent, honest, and uphold integrity. This study aims to explore and analyze how affective strategies are implemented by teachers to instill responsibility, which is a core value in character education and a key component of the Pancasila Student Profile emphasized by the Merdeka Curriculum. Responsibility is among the essential social-emotional competencies that should be developed from an early age.

Broadly, this research seeks to understand the role and effectiveness of affective learning strategies in fostering students' sense of responsibility both in academic settings and daily life. More specifically, it aims to describe the affective strategies applied by teachers whether explicitly planned or implicitly integrated to shape students' character. It also investigates how these strategies facilitate the internalization of responsibility, exploring how values taught by teachers translate into students' everyday behavior. Additionally, the study identifies supporting and inhibiting factors in the implementation of affective learning, including school culture, teacher competence, parental involvement, available character-building resources, and regulatory frameworks. Another key objective is to assess the impact of these strategies across academic, social, and personal contexts evaluating behaviors such as punctuality, rule adherence, environmental awareness, and accountability in decision-making.

The research ultimately aims to offer strategic recommendations for developing character education through contextual and effective affective approaches. Findings are expected to guide teachers, schools, and policy makers in crafting structured and practical affective strategies that enhance the role of character education in schools. This study not only highlights classroom practices but also emphasizes the long-term influence of affective learning in shaping responsible individuals. It seeks to bridge the gap between theoretical character education and real-world application through strategies that are measurable, reflective, and contextually grounded. Moreover, affective learning supports a positive school climate, strengthens teacher-student relationships, and promotes a learning environment filled with trust, empathy, and meaningful participation. Values like integrity, responsibility, and care do not develop instantly; they require a consistent, ongoing educational process involving collaboration between schools and families.

However, the success of affective learning strategies depends on multiple factors, including teacher commitment, supportive school policies, time availability, parental involvement, and students' readiness. Therefore, effective implementation of affective learning to nurture responsibility requires strong synergy between teachers, schools, families, and communities. When these elements align, students show greater awareness of their responsibilities both academically and socially by displaying disciplined, independent, and honest behaviors, managing their time effectively, and taking ownership of their decisions and actions. These behaviors

extend beyond the classroom into students' everyday interactions, proving that affective strategies are key to forming a responsible, character-driven generation.

## CONCLUSION

Affective learning plays a very important role in the educational process, especially in shaping students' characters to become responsible individuals. Based on the analysis of affective learning strategies implemented by teachers in the school environment, it can be concluded that an approach that touches on the emotional, value, and attitude aspects of students has been proven to have a positive impact on character formation, especially in terms of responsibility. Teachers as facilitators and primary role models in learning play a central role in internalizing the value of responsibility through various approaches, such as habituation, role modeling, value discussions, reflection on experiences, and contextual approaches. This strategy is not only instructional, but also touches on a deeper affective dimension so that students not only know what responsibility is, but also understand, feel, and apply it in real life.

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