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IMPLEMENTATION OF AFFECTIVE APPROACH IN LEARNING: A STUDY IN HIGH SCHOOL

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Abstract: *The dominance of cognitive-based learning in Senior High Schools causes the affective aspect to tend to be neglected, whereas the formation of students' attitudes, values, and emotions is very important in building the character of students as a whole. This study aims to examine the implementation of the affective approach in learning at the senior high school level through a literature review. The research method used is descriptive qualitative with data collection techniques based on literature studies from various scientific sources. The results of the study indicate that the affective approach can increase learning motivation, discipline, and interpersonal relationships between teachers and students. The implementation of affective strategies also has a positive impact on the formation of student character, such as empathy, responsibility, and cooperation. However, its implementation still faces various obstacles such as minimal teacher training, time constraints, and pressure on academic achievement. Therefore, it is necessary to strengthen educational policies and professional training to support the integration of the affective approach in the learning process on an ongoing basis.*

Keywords: *affective approach, learning, character education, literature review, high school*

INTRODUCTION

In the context of education in Indonesia, learning at the Senior High School (SMA) level is still dominated by an approach that emphasizes the cognitive aspects of students. The main focus of teachers is often on achieving academic grades, while the affective dimension that includes students' attitudes, emotions, values, and motivations receives less attention.¹ As a result, learning becomes less in touch with the personal aspects of students, which actually play an important role in the success of the learning process.(Gusmaneli Gusmaneli et al., 2024).

This problem is exacerbated by teaching practices that are oriented towards one-way delivery of material. Teachers play a dominant role, while students become passive recipients. This hinders the growth of meaningful and empathetic interactions between teachers and students, which are the core of the affective approach. Students' emotional involvement in learning is low, learning motivation decreases, and warm interpersonal relationships are difficult to form in the classroom. The affective approach to learning emphasizes the importance of a healthy emotional relationship between teachers and students. Teachers are not only transmitters of information, but also facilitators and guides who understand the psychological needs of students. Affective-based learning strategies such as giving praise, paying attention to students' feelings, and using empathetic communication can increase student engagement and comfort in learning.³ For this reason, there needs to be consistent integration of affective aspects in learning design and classroom interactions.(Chairul, 2019).

This study aims to examine how the affective approach is applied in the learning process at the high school level, and to analyze its impact on students' motivation and interpersonal relationships. This study also wants to reveal what strategies teachers can do to build an emotionally conducive learning atmosphere. The theoretical basis of this research refers to the affective domain of Bloom's Taxonomy which consists of five levels: receiving, responding, valuing, organizing, and characterizing.(Santika et al., nd)This domain shows that affective development requires learning experiences rich in positive emotional interactions. In addition, Carl Rogers' humanistic approach is also an important foundation. According to Rogers, the learning process will be more effective if students feel appreciated, accepted, and emotionally safe in the learning environment.(Nadeak et al., 2024)

Previous studies have proven the benefits of an affective approach in learning. For example, at the secondary level, Paputungan (2023) showed that an affective approach contributes to the formation of student character and a more conducive learning atmosphere.(Paputungan & Paputungan, 2023)

With this approach, research is expected to provide practical contributions for teachers and education policy makers to better integrate affective aspects in the learning process. Education should not only produce students who are intellectually intelligent, but also have character, empathy, and high social awareness.

METHODS

This research was conducted using a literature review method (library research) which aims to explore theoretical and empirical understanding of the implementation of the affective approach in learning at the Senior High School (SMA) level. This method allows researchers to systematically review and analyze various scientific sources without collecting field data. This approach is used because the issue being

studied, namely the affective approach in learning, has been the concern of various previous researchers, so that theoretical and practical synthesis can be formulated based on the available literature.(Hanifah & Purbosari, 2022)

Research data were obtained from various open sources such as accredited national scientific journals, proceedings, university repositories, and academic books published in the last ten years. Literature searches were conducted through databases such as SINTA, Garuda, DOAJ, and university journal portals such as Yogyakarta State University, Malang State University, and Indonesian Education University. The criteria for selecting sources were relevance to the topic, timeliness, scientific reliability, and open access. The selected articles were analyzed based on their themes, methodologies, and contributions to the understanding of the application of affective values in the learning process.(Chapri et al., 2019).

The analysis process was carried out using content analysis techniques, which include data reduction, data presentation, and drawing conclusions. Each literature was reviewed to identify patterns of concepts, principles, and research results that support or criticize the implementation of the affective domain in learning. Data were classified into categories such as teacher roles, student responses, affective strategies used, and their impact on the learning process. To maintain the validity of the literature synthesis, triangulation between sources and comparison of results between studies were carried out. Thus, this study is expected to provide in-depth conceptual contributions and become the basis for further field research or educational policies.(Sumarno, 2020)

RESULTS & DISCUSSION

The Importance of the Affective Domain in High School Learning

The results of the study show that the affective domain plays a crucial role in the formation of students' character at the Senior High School level, especially in facing the challenges of adolescent emotional and social development. In the structure of the national curriculum, especially the Merdeka Curriculum, there is an emphasis on the Pancasila Student Profile which reflects the affective domain, such as the values of mutual cooperation, integrity, and independence. The implementation of this approach can be seen in the integration of these values in the Learning Implementation Plan (RPP) and project-based learning activities.

A study conducted by Sapto Purnomo (2014) showed that students involved in value-based learning have a greater tendency to demonstrate empathetic behavior and good cooperation.(Sapto Purnomo & Waluyo, 2014). This study strengthens the view that learning is not enough to only target cognitive aspects, but must also touch on the affective dimension to support student growth and development holistically.

In the context of High School, students are in a complex phase of adolescent development both emotionally and socially. Therefore, an affective approach becomes a strategic need to accompany the growth of students' personalities. The implementation of this approach in the field can be found in collaborative, dialogical learning models, as well as project-based learning that involves human values.

Not only does it build healthy social relationships, the affective approach has also been shown to increase students' intrinsic motivation. When students feel appreciated and cared for emotionally, they show greater enthusiasm in the learning process. This is in accordance with Maslow's view in the hierarchy of needs theory, where the need for safety and belonging must be met before individuals can develop

optimally in learning. Damayanti's (2020) research reinforces this, stating that teachers who provide positive affirmations, empathy, and emotional reinforcement are able to encourage active student participation in class. Teacher Strategies in Developing Affective Aspects. Teachers have a strategic role in developing affective aspects through a student-centered learning approach. The results of the literature review revealed that commonly used strategies include positive reinforcement, reflective assignments, role modeling, and creating a classroom climate that supports emotional expression. In a study by Hasanah (2023), it was stated that teachers who consistently pay attention to students' feelings, such as through personal greetings or daily reflections, succeeded in creating stronger emotional engagement in the classroom. (Hasanah et al., 2023).

The presence of teachers as facilitators and emotional companions, as theorized by Carl Rogers in the humanistic approach, has been shown to be effective in creating a safe space for students to express their feelings and ideas. This finding suggests that the affective approach requires a paradigm shift in the role of teachers from instructors to learning companions. However, the application of the affective approach requires special competence from teachers. Not all teachers are accustomed to exploring the emotional aspects of students or providing appropriate responses to affective dynamics in learning. Therefore, the development of teacher professionalism in the affective aspect becomes urgent, especially through ongoing training that emphasizes humanistic learning and strengthening teacher soft skills.

Obstacles in Implementing the Affective Approach

Although the affective approach has been proven to have a positive impact, several obstacles are still found in its implementation in the school environment. Based on a study by Magdalena (2021), the biggest obstacles are limited learning time and a dense curriculum load, which makes teachers tend to focus on completing cognitive material. In addition, not all teachers have adequate understanding and skills to apply the affective approach effectively in learning. (Magdalena et al., 2021).

School culture factors also determine the extent to which this approach can be applied. Schools that still practice an authoritarian approach and are oriented towards academic values tend to ignore the importance of attitude and value education. In contrast, schools that develop a positive culture and democratic climate find it easier to integrate affective values into learning activities. Another factor that also influences is the lack of ongoing training on humanistic and affective approaches in teacher education. This shows that the implementation of affective approaches is not enough just based on individual teacher awareness, but also requires systemic support through adequate policies, training, and academic supervision.

Theoretical Implications and Theory Modifications

The findings of this study affirm the affective domain theory of Bloom's Taxonomy that learning that touches on aspects of attitudes and values influences students' learning behavior and social interactions. However, in the context of modern Indonesian education, modifications are needed in its application. The affective approach must be integrated with thematic and contextual approaches in the Merdeka Curriculum. Affective values such as empathy, caring, and responsibility are not only taught explicitly, but must also be exemplified and lived by teachers in daily interactions in the classroom.

The Independent Curriculum provides ample space for an affective approach,

especially through the Student Profile.Pancasila. This provides a great opportunity for teachers to design learning that fosters the nation's noble values. Thus, it can be said that the integration of affective approaches in learning not only answers the psychological demands of students, but also strengthens the national character that is the foundation of national education.(Ministry of Education, Culture, Research and Technology, 2022).

This study suggests strengthening humanistic theory with the local cultural context of Indonesia, for example by combining the cultural values of mutual cooperation and the principle of family as the basis for strengthening students' characters. Therefore, the results of this study can contribute to the development of contextual-affective learning theory that is in accordance with the characteristics of Indonesian students.(Yunita, 2017)

CONCLUSION

This study confirms that the affective domain plays an important role in learning at the high school level, especially in forming students' characters that are balanced emotionally, socially, and morally. This approach is in line with the Independent Curriculum and the Pancasila Student Profile which emphasize values such as empathy, mutual cooperation, and independence. Through strategies such as project-based learning and collaborative learning models, the affective aspect can be developed effectively to support students' personal growth in facing the dynamics of adolescence.

The role of teachers is very crucial in implementing the affective approach, not only as a teacher but also as an emotional companion and learning facilitator. Strategies such as positive reinforcement, daily reflection, and role modeling have been proven to be able to build an emotionally conducive classroom climate. However, the success of this strategy depends on the capacity of teachers who need to be continuously improved through ongoing training that emphasizes a humanistic approach and the development of soft skills.

Although the affective approach has a positive impact, its implementation still faces challenges such as time constraints, the dominance of academic orientation, and lack of teacher understanding. Therefore, systemic support is needed through educational policies that support democratic school culture and relevant professional training. This finding also indicates the need to adapt affective and humanistic theories to the Indonesian cultural context, so that learning that touches the heart and forms character can take place effectively and sustainably.

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