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Affective Learning Strategies In Improving Students' Character

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Abstract: *Affective learning strategies play an important role in shaping students' character. Good character is not only formed through cognitive teaching, but also through strengthening emotional and social values that can encourage students to become more responsible, caring, and ethical individuals. Affective learning includes the process of forming attitudes, values, and behaviors based on the influence of experiences and social interactions during the learning process. In the context of education, affective learning strategies involve the use of approaches that focus on emotional involvement, internal motivation, and the development of students' empathy for others. Teaching that encourages self-reflection, group discussions, and activities that prioritize social values can strengthen the formation of students' character. This approach aims to increase students' moral and social awareness, develop their ability to manage emotions, and foster a sense of responsibility in various aspects of life. Overall, the application of affective learning strategies can be the key to forming a balanced character, strengthening social relationships in the school environment, and improving the overall quality of education.*

Keywords: *Affective Learning, Student Character, Attitude Development*

INTRODUCTION

Education does not only focus on achieving academic results, but also on the formation of character and personality of students. Good character is very important for the development of individuals and society as a whole. Therefore, the development of student character is one of the main goals in the world of education. Various moral, social, and emotional values need to be instilled to create individuals who are not only intelligent, but also have good attitudes, care about others, and are responsible for their actions. This is where the important role of affective learning strategies comes in. Affective learning strategies refer to approaches designed to influence and shape students' attitudes, values, and feelings. Affective learning is not only related to cognitive processes or knowledge, but also to emotional and social aspects that are important in character development. These affective aspects include how a person responds, manages, and expresses their feelings, as well as how they develop empathy and social attitudes towards others. Therefore, this strategy is very relevant in forming balanced individuals, both intellectually, emotionally, and socially. (Asrori, 2016, p. 7)

Education that only focuses on academic achievement without considering the affective aspect tends to produce individuals who lack a sense of social responsibility, empathy, and good morality. In this context, affective learning plays an important role in integrating life values into learning activities. Affective learning can improve students' ability to manage their feelings, develop positive attitudes towards themselves and others, and form strong and moral characters. The main challenge in implementing an affective learning strategy is creating a learning environment that can stimulate students' active emotional and social involvement. A learning approach that only emphasizes mastery of material and achievement of cognitive values is not enough to achieve holistic educational goals. Therefore, methods and approaches are needed that can develop students' affective aspects optimally. (ayu, nd, p. 21)

Affective education does not only involve activities related to feelings, but also includes the formation of positive attitudes towards the environment, strengthening moral values, and the ability to interact harmoniously with others. This strategy involves reflective, participatory learning, and creating situations that allow students to experience and feel social values in everyday life. Learning that focuses on affective development aims to improve the moral and social quality of students, as well as create a generation that is better prepared to face social challenges in the future. Thus, the application of affective learning strategies in education is very important to shape the character of students who are not only intelligent in academics, but also responsive, caring, and responsible in their social lives. Through the application of this strategy, it is hoped that students can develop positive attitudes, create good social relationships, and become ethical and moral individuals in community life. (Azis, 2019, p. 90)

METHODS

Research methodology is an important part of any research that aims to provide systematic guidance in collecting, analyzing, and interpreting data. This methodology includes the selection of approaches, research designs, data collection techniques, and analysis strategies used to answer research questions or test hypotheses. In the context of research on Affective Learning Strategies in Improving

Student Character, the methodology used will focus on the appropriate approach to explore how affective learning strategies play a role in the formation of student character and attitudes. **Research Approach** The approach used in this study is qualitative, which emphasizes more on understanding phenomena in depth and comprehensively rather than simply measuring variables quantitatively. This qualitative approach is useful for exploring the experiences, perceptions, and meanings given by students and educators to affective learning strategies and their impact on their character. A qualitative approach allows researchers to collect more holistic, in-depth, and detailed information, so that it can provide richer insights into character formation in the context of education.

Research Design The research design applied is an in-depth case study. This research will focus on one or more educational institutions that use affective learning strategies as an integral part of their curriculum. Through case studies, researchers can explore in depth how these strategies are implemented in the field, how they impact students, and the challenges and successes experienced by educators in implementing these methods. This research will involve direct observation in the classroom, interviews with educators and students, and analysis of documents or learning materials used. Case studies provide an opportunity to understand the broader and specific context in the application of affective learning strategies related to student character.

Population and Sample The population in this study are students and educators at the secondary school level (SMA/SMK) who apply the affective learning approach in their curriculum. The sample will be selected using a purposive sampling technique, namely selecting samples based on certain criteria that are relevant to the objectives of the study. This sample will include several classes involved in affective learning and educators who have experience in implementing the strategy. This sample selection was carried out to obtain richer and more representative information regarding the application of affective learning strategies in the field. **Data collection techniques** in this study include several complementary methods **Participatory Observation**: Researchers will be involved in learning activities to directly observe the application of affective learning strategies in the classroom. This observation is carried out with the aim of identifying how students interact with learning materials, educators, and their classmates in the context of affective learning.

In-depth Interviews: Interviews will be conducted with educators and learners to explore their understanding, perceptions, and experiences related to the implementation of affective learning. These interviews also aim to identify the impact of this strategy on learners' attitudes and characters. **Documentation**: Researchers will collect documents related to affective learning, such as syllabus, teaching materials, and lesson implementation plans (RPP), to analyze the extent to which affective strategies have been integrated into the learning process and how these materials support the development of learners' characters. **Data Analysis Techniques** Data collected through observation, interviews, and documentation will be analyzed using thematic analysis techniques. The steps of thematic analysis include **Data Coding**: This process includes identifying key themes in the data related to the implementation of affective learning strategies and their impact on learners' characters. Coding will be done to group information that is similar or has the same meaning.

Pattern Identification: Once the data is coded, the researcher will look for patterns that emerge in the responses of students and educators. These patterns will provide insight into how affective strategies are received and implemented and their impact on character development. Interpretation: The grouped data will be further analyzed to understand how affective learning influences students' character. This interpretation will take into account the social, cultural, and educational context in which the research is conducted. Validity and Reliability To ensure the validity and reliability of the research, several strategies will be implemented, including Source Triangulation: Using multiple data sources (observations, interviews, and documentation) to confirm the research findings. Member Checking: Interview results will be returned to participants to obtain confirmation that the researcher's interpretations are in accordance with their experiences and views. Audit Trail: Recording the entire research process transparently to ensure that procedures and findings are accountable. Research Ethics In conducting this research, the researcher will maintain ethical principles that include Informed Consent: Obtaining consent from research participants before they are involved in interviews or observations. Confidentiality: Maintaining the confidentiality of personal information and interview results of students and educators.

RESULTS & DISCUSSION

How to Apply Affective Learning Strategies in the Learning Process in Secondary Schools. The application of affective learning strategies in the learning process in secondary schools has a very important role in shaping the character of students, in addition to only emphasizing cognitive and academic aspects. In this context, affective learning strategies focus more on developing attitudes, values, and emotions of students through in-depth and relevant learning experiences. Here are some ways to apply affective learning strategies in the learning process in secondary schools:

Student-Centered Learning Approach. Affective learning prioritizes the active involvement of students in the learning process, not only as recipients of information, but also as individuals who play an active role in developing positive values and attitudes. Some methods that can be applied are Group Discussion: Encourage students to discuss issues related to their lives, both in academic and social contexts. This discussion will develop empathy, understanding, and mutual respect among students. Cooperative Learning: Involve students in group work where they learn to work together, listen to others' opinions, and solve problems together, which can improve social skills and character development. (AZIZAH, nd, p. 90). Self Reflection.

The application of affective learning can be done through self-reflection activities where students are asked to reflect on their experiences during learning. This self-reflection can be done through Learning Journals: Students write journals about what they have learned, how they feel about the material being learned, and how it affects their thinking and attitudes towards life. This helps students to identify changes in themselves and their character development. Reflective Questions: Teachers can ask questions that encourage students to think more deeply about the attitudes and values related to the material they are learning. For example, "How do you view justice after studying this topic?" or "What can we do to be more environmentally conscious after studying environmental issues?".

Use of Stories or Real Cases. One way to implement affective learning is through the use of stories, real-life cases, or case studies that are relevant to students' lives. **This can Increase Empathy:** By presenting situations or stories that involve human values, students can feel deep emotions related to social, moral, or environmental issues. For example, stories about an individual's struggle to achieve something despite obstacles can inspire students to have determination and integrity. **Teach Social Values:** Case studies that involve conflict or social injustice can be an opportunity for students to discuss and learn about the values of justice, human rights, and social responsibility. (Bk & Hamna, 2022, p. 32).

Social and Emotional Skills Development. Affective learning strategies can also be implemented through learning that focuses on developing students' social and emotional skills. This is important for forming good character and supporting harmonious social relationships in schools. **Emotional Management:** Teachers can teach emotional management techniques, such as how to calm down, express feelings healthily, and cope with stress. This is especially important for students who are still in the emotional development stage. **Conflict Resolution:** Learning that focuses on resolving conflict constructively, such as using a mediation approach or open discussion, can help students develop skills to resolve problems without violence or fighting. (Della, 2022, p. 76)

Positive Feedback and Value-Based Learning. Teachers who implement affective learning strategies will provide positive and supportive feedback on the development of student character. For example, appreciating students who demonstrate positive behavior, such as helping each other, empathizing with friends, or trying to achieve goals with maximum effort. **Positive Reinforcement:** Highlighting positive behaviors and attitudes that lead to good character, such as honesty, hard work, or discipline, can encourage students to continue to maintain these attitudes. **Value-Based Learning:** In each lesson, teachers can insert moral values that are in accordance with the topic being taught. For example, teaching the values of honesty through math lessons, or discussing the importance of cooperation in science lessons. (Fadhila et al., 2024, p. 76)

Creating a Supportive Learning Environment. An environment conducive to affective learning is one of the most important elements. A supportive environment can create a safe and comfortable atmosphere for students to express themselves and learn about important values. Some things that schools and teachers can do to create this environment include **Character-Supporting School Policies:** Implement policies that support character development, such as awards for students who demonstrate positive attitudes, or programs that focus on developing social values. **Open and Supportive Classrooms:** Create a classroom atmosphere that is open to discussion, where students feel safe to share their opinions and experiences without fear of being judged. This will support their affective development.

Parental Involvement in the Learning Process. Affective learning does not stop at school, but also needs support from the home environment. Therefore, parental involvement is very important in supporting the implementation of this strategy. Parents can help students to continue to develop the values learned in school, as well as provide guidance in managing emotions and character building. The implementation of affective learning strategies in secondary schools aims to shape the character of students who are not only intelligent in academic aspects, but also have positive attitudes and values in everyday life. Through various approaches, such as value-based learning, self-reflection, development of social and emotional

skills, and creating a supportive environment, students can be more involved in the learning process that not only develops knowledge, but also their character. National Goals: Broad and Deep Understanding and Concepts (Hasanah et al., 2023, p. 54)

The purpose of the state is the basis for the formation and regulation of a state, which includes everything that the state wants to achieve for the welfare of its people. The purpose of the state is not only related to political and economic aspects, but also involves social, cultural, moral, and security aspects. In this context, the purpose of the state is not something static, but rather a concept that continues to develop and adapt to changes in the times, global challenges, and values that develop in society. In general, the purpose of the state can be seen from two main perspectives: internal goals that focus on the welfare of the people and external goals that focus on the role of the state in international relations. In depth, the purpose of the state can be discussed further through various dimensions, both from a philosophical, political, social, and economic perspective. Purpose of the State from a Philosophical Perspective From a philosophical perspective, the purpose of the state is often related to the idea of justice, the common good, and human rights. This idea refers to the purpose of the state as a tool to realize a good life, which not only prioritizes individual interests, but also includes the interests of the entire community. (landia, nd, p. 90)

Here are some goals that can be explored from a philosophical perspective
Realizing Social Justice: The state has an important role in creating a fair system where every citizen has equal access to basic rights, including education, employment, and health. Respecting and Protecting Human Rights: One of the most fundamental goals of the state is to protect the basic rights of every individual, such as the right to life, liberty, and welfare. Creating Shared Welfare: The state is tasked with creating an environment that allows every citizen to develop well, both economically, socially, and culturally. State Goals in a Political Perspective From a political perspective, state goals are related to how the state carries out its functions to achieve social, economic, and moral goals. (laura, nd, p. 21)

The state functions to ensure political stability and provide justice for its citizens. In this context, the objectives of the state include
Maintaining Security and Order: The state is responsible for creating an effective security system, both domestically (through law enforcement) and in facing external threats. Ensuring Political Stability: The state has an obligation to maintain political stability through an effective system of government, fair legislation, and policies that favor the people. Democratic Power Arrangement: The state aims to ensure that the power held by the government can be accepted and controlled by the people through democratic mechanisms, such as general elections, freedom of speech, and protection of political rights.

State Goals in Social Perspective From a social perspective, the state's goals are related to the creation of a harmonious and inclusive social structure, where all groups in society feel valued and treated fairly. Some social goals related to the role of the state are:
Provision of Social Services: The state must play a role in providing basic services such as education, health, housing, and social security. This aims to reduce social inequality and improve the quality of life of citizens. Reducing Social and Economic Inequality: One of the goals of the state is to reduce the gap between the rich and the poor, and to create more equal opportunities for every citizen to achieve prosperity. (M.Pd & M.Pd, 2022, p. 87)

Maintaining Social Harmony: The state functions to create a tolerant and inclusive society, where cultural, religious, ethnic, and opinion diversity is respected and accepted within a framework of peaceful togetherness. State Goals in Economic Perspective From an economic perspective, state goals are often related to the creation of a just and thriving economic system that supports the welfare of its citizens. Some of the state's goals in the economic field are Improving the Economic Welfare of the People: The state must develop economic policies that are able to improve the standard of living of citizens, by prioritizing the welfare of society, not just the wealth of a few people.

The Role of Educators in Implementing Affective Learning and How They Perceive This Strategy in Forming Students' Characters Affective learning focuses on the development of emotional aspects, attitudes, values, and character of students. In this case, educators have a central role in creating an environment that supports students' affective development. Affective learning includes not only the academic learning process, but also the instillation of deep moral and social values. The following is an explanation of the role of educators in implementing affective learning and their perceptions of this strategy in shaping students' character broadly and deeply. (M.Si, 2008, p. 32) **The Role of Educators in Affective Learning** Educators have various roles in affective learning that are not only limited to delivering lesson materials, but also include the formation of students' attitudes, values, and characters. Some important roles of educators in implementing affective learning are **Being a Role Model for Students** Educators must demonstrate positive attitudes, behaviors, and values in everyday life. For example, if educators want to teach the value of honesty, they must practice honesty in interactions with students and colleagues. Students often imitate the attitudes and behaviors of their educators, so educators must be good examples for them. **Creating a Positive Emotional Learning Environment** Educators need to create a safe, comfortable, and supportive atmosphere for students. This includes creating a space where students feel accepted, valued, and have the opportunity to speak up and express their feelings without fear of punishment or judgment. Successful affective learning occurs in an environment where students feel respected and valued.

Encouraging the Development of Emotional and Social Skills Educators have a responsibility to teach important social and emotional skills, such as the ability to manage emotions, empathize, collaborate with others, and resolve conflict. This can be done by integrating discussions, role-plays, or group activities that encourage students to interact positively with their peers and with the educator. **Using Learning Methods That Prioritize Emotional Engagement** Educators must choose learning methods that not only prioritize the transfer of knowledge, but also those that are able to develop students' attitudes and values.

Methods such as problem-based learning, case studies, and group discussions can provide a more in-depth learning experience, connecting the material to students' real lives. Through these methods, students are invited to reflect on and internalize the values contained in the learning material. **Providing Constructive and Positive Feedback** Educators must also provide feedback that supports students' affective development. Constructive and positive feedback helps students understand aspects that need to be improved without feeling pressured or judged. In this way, students feel valued even though they make mistakes, and this can increase their self-confidence and motivation to continue developing. (Muhalli, 2023, p. 211)

Getting to Know Each Student Individually Effective educators in affective learning must strive to get to know their students individually. Each student brings a different emotional and social background, and by understanding these differences, educators can tailor their approach to be more relevant to each student's emotional and social needs. This will make learning more impactful to the development of student character. Educators' Perceptions of Affective Learning in Shaping Student Character Educators' perceptions of affective learning greatly influence how they design and implement learning strategies in the classroom. Different educators may have different views on the importance of affective learning and its impact on the development of student character.

Here are some aspects that describe educators' perceptions of affective learning The Importance of Affective Learning in Character Building Many educators realize that affective learning has a major impact on shaping students' character. This learning helps students develop important moral values, such as honesty, responsibility, respect for others, and empathy. Educators who believe in the importance of affective learning tend to focus more on character building in addition to academic achievement. Barriers to Implementing Affective Learning Some educators may face barriers to implementing affective learning, such as time constraints in a busy curriculum, difficulties in dealing with the diversity of student characters, or lack of training in affective learning. These barriers can affect their perceptions of the effectiveness of this strategy. Educators may feel that affective learning requires more time and attention, which can hinder the achievement of academic goals.(Riyono & Retnoningsih, 2015, p. 34)

The Success of Affective Learning in Cultivating Positive Character Educators who have a positive perception of affective learning will usually see significant changes in students' attitudes and behaviors. They may feel satisfied when students demonstrate positive behaviors, such as increasing their sense of responsibility, caring for friends, or increasing their ability to solve problems peacefully. This success is an indicator that affective learning has contributed to the formation of students' character.

The Relationship between Affective Learning and Cognitive Learning Some educators also see that affective learning can enhance cognitive learning. Students who have strong character traits, such as perseverance and a desire to learn, tend to be more successful in academic learning. In other words, good character supports the achievement of academic goals. Educators who have this perception are more likely to integrate affective aspects into every lesson they teach. Affective Learning as a Means of Self-Development For some educators, affective learning is considered a means for student self-development, which is not only limited to knowledge, but also personality development. Educators who believe in this concept tend to be more supportive of implementing learning that involves activities that foster positive attitudes, such as social projects, leadership activities, or other self-development programs.

Educators play a very important role in implementing affective learning strategies in character building for students. In addition to imparting knowledge, they are responsible for creating an environment that supports students' emotional and social development. Educators' perceptions of affective learning greatly influence how they design and implement the learning process. For educators who believe in the importance of affective learning, they see it as an integral part of education that can strengthen students' character and improve their overall quality

of life. Although there are some challenges in its implementation, many educators acknowledge that affective learning contributes significantly to shaping students' personalities to be better, more empathetic, and more responsible. Broad and Deep Affective Learning Goals (Surur, nd, p. 65)

Affective learning has broader and deeper goals than just academic or cognitive teaching. The main focus of affective learning is to shape students' character, values, and positive attitudes that will guide them in their daily lives. The goals of affective learning are not only related to achieving moral, emotional, or social aspects, but also how the character that is formed can support the development of individuals and society as a whole. The following are the broad and deep goals of affective learning:

Forming Positive Characters in Students The main goal of affective learning is to form the character of students to have positive attitudes, behaviors, and values. This includes the development of moral traits such as honesty, responsibility, discipline, empathy, and the ability to manage their emotions and behaviors in various social situations. Strong characters will form individuals who are not only academically intelligent, but also have the ability to interact well in society.

CONCLUSION

Affective learning strategies are a very important and relevant approach in the world of modern education, especially in efforts to shape students into individuals who are not only intellectually superior, but also have high moral integrity, emotional awareness, and social concern. In an era marked by technological advances, globalization, and complex social challenges, education can no longer be purely cognitive. A comprehensive approach that includes the affective dimension is needed, to ensure that students not only understand what is right, but also have the will and ability to behave in accordance with these values. Affective learning helps shape students' character through instilling values such as honesty, responsibility, empathy, tolerance, and discipline. Through this strategy, students learn to manage emotions, build healthy social relationships, and develop awareness of their social and environmental responsibilities. The application of this strategy also creates a positive classroom climate, strengthens learning motivation, and makes learning more meaningful and enjoyable.

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