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## Affective Learning Strategies

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**Abstract:** *Affective learning is one of the key dimensions of education, focusing on the development of learners' attitudes, values, emotions, and motivation. Unlike cognitive learning, the affective domain is more difficult to assess because it involves internal awareness and personal growth that emerge gradually within individuals. This study aims to examine affective learning strategies, their characteristics, advantages and disadvantages, and their application in the educational process. The research employs a literature review method by analyzing various relevant academic sources. The findings reveal that affective learning strategies are developed through two primary approaches, namely habituation and modeling, which foster attitudes, interests, values, morality, and self-concept. Several strategies can be implemented, including project-based learning, cooperative learning, emotional regulation instruction, and narrative-based learning. These strategies contribute significantly to character development and promote a balanced achievement of cognitive, affective, and psychomotor competencies. However, their effectiveness is often difficult to measure in the short term because changes in attitudes and values occur gradually and are influenced by various internal and external factors. Therefore, the implementation of affective learning strategies is expected to produce students with strong character, noble morals, and the ability to adapt positively to the norms and values prevailing in society.*

**Keywords:** *affective learning strategies; values; habituation; modeling; character development.*

## INTRODUCTION

Education is a fundamental process that transforms the way individuals think and perceive the world. Through education, people who initially possess limited knowledge can acquire broader insights and develop a deeper understanding of various aspects of life. Although some individuals regard education merely as a formality, its true significance lies in its ability to shape perspectives, enhance reasoning skills, and influence decision-making. Education serves as an essential means for human development, enabling individuals to maximize their potential and improve their quality of life, particularly in the professional sphere. Consequently, the level of education within a society is often considered an indicator of social welfare, as communities with higher educational attainment tend to experience better living standards and greater prosperity.

The objectives of education extend beyond the development of critical thinking and problem-solving abilities. Education also aims to cultivate cooperation, discipline, responsibility, and other positive values that contribute to personal and social well-being. In the Indonesian context, the importance of education is reflected in the Constitution of the Republic of Indonesia of 1945, which mandates the state to protect all citizens, promote public welfare, educate the nation, and contribute to a world order based on freedom, lasting peace, and social justice (Tambunana & Pasaribu, 2023).

The term *strategy* originates from the Greek word *strategia*, meaning “the art of the general,” which was initially associated with military leadership and warfare. In a broader sense, strategy refers to a plan or method designed to achieve specific goals. This concept has been widely adopted in education, particularly in the teaching and learning process. Learning strategies encompass a series of planned activities involving instructional methods, techniques, and resources aimed at achieving educational objectives effectively and efficiently. Therefore, teachers must carefully design learning strategies that align with students’ characteristics, learning environments, and intended outcomes (Nababan, 2023).

From an educational perspective, learning strategies function as tools that facilitate meaningful learning experiences. According to Freiberg and Driscoll, learning strategies are employed across different educational levels, student characteristics, and learning contexts to support the achievement of instructional goals. Similarly, Gerlach and Ely emphasize that learning strategies provide learners with opportunities to gain experiences under specific conditions that promote successful learning outcomes. Thus, effective learning strategies require careful adaptation to students’ needs and educational objectives to ensure optimal learning experiences (Anitah, 2007; Nasution, 2017).

Among the various instructional approaches, affective learning strategies occupy a unique position because they focus on the development of attitudes, values, emotions, and character rather than solely on intellectual achievement. Unlike cognitive learning, which can be measured through tests and assessments, affective learning is closely related to internal values and personal awareness, making it more difficult to evaluate objectively. Although affective outcomes may be reflected in observable behavior, reliable assessment requires continuous observation over an

extended period. Consequently, affective learning demands patience, consistency, and sustained educational efforts.

Affective learning strategies are designed to foster positive attitudes and create a balance among cognitive, psychomotor, and emotional domains. These strategies encourage learners to internalize values and demonstrate them through daily behavior. The role of educators is particularly important in this process because students often learn attitudes and behaviors through observation and imitation. Teachers serve not only as facilitators of knowledge but also as role models whose actions, attitudes, and interactions significantly influence students' character development. Therefore, effective affective learning requires educators to demonstrate exemplary behavior that students can emulate in their own lives (Nababan, 2023).

Motivation is another crucial factor in the success of affective learning. According to Mulyasa (2009), students are more likely to engage deeply in learning activities when they possess strong motivation. Likewise, Risk, as cited by Rohani (2004), defines motivation as an effort made by teachers to stimulate learners' enthusiasm toward achieving educational goals. Dimiyati and Mudjiono (2006) further describe learning motivation as a mental force that directs and energizes human behavior, including learning activities. Through appropriate motivational strategies, educators can encourage students to develop positive attitudes, strengthen their commitment to learning, and foster responsible behavior. These efforts are closely related to character education, which aims to improve the quality of educational outcomes by promoting holistic character development in accordance with national educational standards (Nababan et al., 2023).

Learning is generally understood as a process that leads to comprehensive behavioral change encompassing cognitive, affective, and psychomotor dimensions. Both conceptually and empirically, affective learning emphasizes value education, focusing on the cultivation of attitudes and moral awareness. Since values originate from internal consciousness, they are not easily measured using conventional assessment methods. Nevertheless, affective learning remains essential because the ability to learn and continuously improve oneself is one of the distinguishing characteristics of human beings. Continuous learning contributes significantly to the development of positive attitudes and desirable behaviors that support personal growth and social adaptation (Alifah, 2019).

The importance of affective development is further reinforced by national educational policies. Government Regulation No. 19 of 2005 concerning National Education Standards states that graduate competencies must include attitudes (affective domain), knowledge (cognitive domain), and skills (psychomotor domain). This policy highlights the necessity of implementing educational practices and assessment systems that address all dimensions of learning comprehensively. Therefore, educational institutions are expected to integrate affective learning into their curricula to ensure balanced student development (Alifah, 2019).

Emotional intelligence represents a crucial component of the affective domain, encompassing an individual's ability to understand, manage, and appropriately express emotions. One instructional approach that supports the development of emotional intelligence is the Affective Learning Strategy (ALS).

According to Sanjaya (2012), ALS is a learning approach that emphasizes the formation of values and attitudes, including moral judgments regarding appropriate and inappropriate behavior. Consequently, affective learning not only seeks to achieve cognitive outcomes but also aims to develop students' attitudes, values, and actions as integral aspects of educational success (Indriani et al., 2023).

Affective learning plays a strategic role in internalizing moral, ethical, and spiritual values that form the foundation of students' character. Educational processes should not focus solely on knowledge acquisition but also on cultivating value awareness through habituation, modeling, and meaningful learning experiences. This approach requires active emotional engagement from learners so that values become deeply rooted and manifested consistently in everyday behavior. Character traits developed through affective learning tend to be more enduring because they emerge from internal awareness rather than external pressure (Fadhilah & Wardah, 2026).

Furthermore, affective learning strategies enable teachers to manage classrooms more effectively and create diverse learning environments. Through these strategies, educators can motivate students to become disciplined, responsible, and responsive to their actions. Simple practices, such as ensuring classroom cleanliness, maintaining personal neatness, and encouraging students to fulfill assigned responsibilities, can serve as practical means of character formation. Such activities help instill responsibility, self-discipline, and accountability, demonstrating how affective learning can be integrated into everyday educational practices (Dewi et al., 2020; Arini, 2024).

In conclusion, affective learning strategies differ significantly from cognitive and skill-based instructional approaches because they focus on values, attitudes, and emotional development. Although affective outcomes are difficult to measure and require continuous observation, they remain indispensable for fostering well-rounded individuals who possess not only intellectual competence but also strong moral character and emotional maturity. Therefore, the implementation of affective learning strategies is essential for achieving holistic educational goals and preparing students to become responsible and ethical members of society (Asiah, 2022).

## **METHODS**

This study employs a qualitative research methodology through a literature review of various sources, including books, academic journals, and scholarly articles related to inquiry learning strategies. This approach was selected because it focuses on conceptual analysis; therefore, the data used were derived from academic literature and educational policy documents rather than field-based research.

The literature review was conducted using systematic procedures commonly applied in review studies. The first stage involved identifying the research questions, which focused on exploring inquiry-based learning strategies. In addition, the review examined various challenges associated with the implementation of inquiry learning, including issues arising from the use of social media within educational contexts. The second stage consisted of a comprehensive literature search conducted through academic databases and platforms such as

Google Scholar and Knowledge Maps to obtain relevant and up-to-date sources. The search process employed keywords including *inquiry learning*, *learning strategies*, *inquiry principles*, and *the role of teachers*.

The next stage involved literature selection. At this stage, the researcher established inclusion criteria to ensure that the selected publications specifically addressed inquiry learning strategies. Articles that directly discussed inquiry-based learning were included in the review, while those that did not align with the research focus or lacked relevance to the topic were excluded from the analysis.

The final stage was data analysis and synthesis. The researcher critically examined the findings of the selected scholarly works and aligned them with the objectives of the study. Literature review methodology has become one of the most widely used approaches in educational research, particularly for evaluating the effectiveness of various instructional strategies and learning approaches.

## **RESULTS & DISCUSSION**

### ***Affective Learning Dimension and Affective Learning Strategies***

Learning is an active process of interaction between individuals and their environment that results in changes in behavior. Meanwhile, instruction refers to the provision of conditions that facilitate the occurrence of learning processes among students (Abdullah Sani, 2013). According to Slameto, learning is a process through which individuals strive to acquire comprehensive behavioral changes as a result of their experiences and interactions with their environment. Similarly, Muhibbin Syah (2000) defines learning as a relatively permanent change in an individual's behavior resulting from experience and interaction with the environment, involving not only cognitive processes but also affective aspects. Within the educational context, the affective learning dimension is one of the three major domains of learning, alongside the cognitive and psychomotor domains. This dimension focuses on emotions, attitudes, values, interests, motivations, and other personal characteristics that develop during the learning process.

Educational scholars have provided various perspectives regarding the affective dimension of learning. According to David Krathwohl (1964), the affective domain encompasses attitudes and values that develop within individuals. These attitudes include feelings, beliefs, and motivations that encourage individuals to act in accordance with their values. Benjamin Bloom (1956) further explains that the affective domain includes attitudes, emotions, and motivation in learning. Such attitudes may involve positive feelings toward learning materials, openness to new knowledge, discipline, responsibility, and commitment to academic tasks. Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock (2011) emphasize that the affective dimension consists of emotions, attitudes, and values that influence learners' motivation and engagement in the educational process. They identify several major levels within the affective domain, including receiving, responding, valuing, organizing values, and internalizing values into one's character and behavior.

Overall, the affective learning dimension highlights the importance of

developing positive attitudes, values, and motivation throughout the educational process. Attitudes represent emotional responses and evaluations toward particular objects, individuals, or situations, while values refer to principles and beliefs that individuals consider important and that guide their behavior and decision-making. Motivation, whether intrinsic or extrinsic, serves as the driving force that encourages learners to engage actively in learning activities. Through the cultivation of these affective components, education aims to develop individuals who possess moral awareness, empathy, responsibility, self-confidence, and the ability to adapt effectively to various social and cultural contexts.

Affective learning strategies are instructional approaches designed to shape and develop students' attitudes, values, and emotional competencies through the learning process. These strategies are rooted in behavioral psychology, particularly the stimulus-response (S-R) theory, which suggests that appropriate stimuli can encourage the development of new behaviors and attitudes. The affective domain is closely associated with interests, attitudes, commitment, responsibility, discipline, self-confidence, honesty, respect for others' opinions, self-control, and other personal qualities. Because of its close relationship with emotions, the affective domain is often referred to as the emotional domain of learning. The implementation of affective learning strategies has a significant impact on students' academic achievement. For example, students who possess positive emotions and strong interest in a particular subject are more likely to enjoy the learning process, engage actively in classroom activities, and achieve optimal learning outcomes (Suryadi, 2013). The primary objective of affective learning strategies is to help students develop social skills, emotional regulation, empathy, motivation, and positive attitudes toward learning.

Several approaches can be employed to implement affective learning strategies effectively. One widely used method is project-based learning, in which meaningful and engaging projects enable students to connect emotionally with learning materials. Such projects often involve collaboration, problem-solving, creativity, and the application of knowledge in real-life situations. Another important strategy is fostering positive teacher-student relationships. Teachers can create safe, inclusive, and supportive classroom environments by respecting diversity, listening empathetically, providing constructive feedback, and addressing students' individual needs. Positive relationships between teachers and students contribute significantly to emotional development and learning motivation.

Cooperative learning is also an effective affective learning strategy because it encourages collaboration and social interaction among students. By working together in groups, sharing ideas, and helping one another, students develop empathy, communication skills, teamwork, and mutual respect. In addition, teachers can explicitly teach emotional regulation skills, enabling students to recognize, understand, and manage their emotions effectively. Techniques such as deep breathing exercises, relaxation practices, and problem-solving strategies can help students cope with stress, frustration, and other negative emotions that may interfere with learning.

Another essential component of affective learning is the provision of supportive feedback. Constructive and positive feedback helps students develop

confidence and maintain a positive attitude toward learning. Recognizing students' efforts and achievements, while providing specific and meaningful suggestions for improvement, can increase their motivation and sense of accomplishment. Furthermore, the use of stories and narratives in instruction can strengthen students' emotional engagement with learning materials. Stories often inspire learners, convey moral values, and evoke emotions that are relevant to the topics being studied, making learning experiences more meaningful and memorable.

In conclusion, affective learning strategies play a crucial role in fostering emotional, social, and moral development alongside cognitive and psychomotor growth. By integrating emotional and value-based elements into instruction, educators can help students develop empathy, self-regulation, social competence, responsibility, and positive learning attitudes. As a result, learners become more empowered, effective communicators, and lifelong learners who are capable of contributing positively to society. Through the successful implementation of affective learning strategies, education can achieve its broader goal of nurturing individuals with strong character, emotional intelligence, and a commitment to ethical behavior in everyday life (Ulfah, 2024).

### ***Characteristics and Implementation of Affective Learning Strategies***

Affective learning strategies possess several distinctive characteristics that make them essential for the development of students' attitudes, values, and character. Unlike cognitive learning strategies, which primarily emphasize knowledge acquisition and intellectual development, affective learning strategies focus on shaping learners' emotional, moral, and social dimensions. According to Ritonga (2023), the primary characteristics of affective learning include attitudes, interests, values, morality, and self-concept. These components serve as important indicators of students' affective development and significantly influence their behavior both inside and outside the classroom. The successful implementation of affective learning strategies largely depends on teachers' ability to understand these characteristics and align them with the nature of the learning materials and the developmental needs of students.

The first characteristic, attitude, refers to an individual's tendency to respond positively or negatively toward a particular object, situation, idea, or person. Attitudes are reflected in students' behaviors, emotions, and reactions during the learning process. Positive attitudes toward learning can encourage greater participation, motivation, and academic achievement, whereas negative attitudes may hinder learning outcomes. Therefore, educators play a crucial role in cultivating positive attitudes through supportive classroom environments, meaningful learning experiences, and constructive interactions with students.

The second characteristic is interest, which represents a learner's attraction, curiosity, and willingness to engage in a particular learning activity. Interest serves as a powerful motivational factor that encourages students to participate actively in educational experiences. When students are genuinely interested in a subject, they are more likely to invest effort, persist through challenges, and achieve deeper understanding. Consequently, teachers should employ engaging instructional methods, relevant learning materials, and interactive activities to stimulate and

maintain students' interest in learning.

Another important characteristic is value, which refers to the beliefs and principles that individuals consider important in guiding their behavior and decision-making. Values influence how students perceive right and wrong, determine priorities, and interact with others. Through affective learning strategies, educators can help students internalize positive values such as honesty, responsibility, respect, tolerance, cooperation, and social justice. The cultivation of values is particularly important in Islamic education, where moral and spiritual development is regarded as an integral part of the educational process.

The fourth characteristic is morality, which relates to an individual's understanding of ethical principles and their application in daily life. Moral development involves the ability to distinguish between appropriate and inappropriate behavior and to act in accordance with ethical standards. Affective learning strategies provide opportunities for students to develop moral reasoning, empathy, compassion, and social responsibility. Through discussions, reflection, role-playing, and real-life experiences, students learn to apply moral values in practical situations and become responsible members of society.

The final characteristic is self-concept, which refers to an individual's perception and evaluation of themselves. Self-concept influences confidence, motivation, emotional stability, and overall personal development. Students with positive self-concepts tend to be more confident, resilient, and willing to take on academic challenges. Therefore, affective learning strategies should aim to strengthen students' self-esteem by providing encouragement, recognizing achievements, and creating opportunities for personal growth and self-expression.

In contemporary education, affective learning strategies are widely recognized as effective approaches for character education, moral development, and the cultivation of positive behavior. Their effectiveness is evident in the promotion of essential character values such as religiosity, honesty, responsibility, discipline, independence, and respect for others. The development of these attitudes generally occurs through two fundamental mechanisms: habituation and modeling. These two approaches serve as the primary foundations for the implementation of affective learning in educational settings.

The first approach, habituation, refers to the process of forming attitudes and behaviors through repeated practice and continuous exposure to desired actions. Stephen Covey famously stated that individuals initially create their habits, but eventually their habits shape them. This principle highlights the significant role of repetition in character formation. Within the educational context, teachers can cultivate positive attitudes by consistently encouraging students to engage in beneficial behaviors. For example, assigning regular exercises, promoting punctuality, encouraging respectful communication, and reinforcing classroom responsibilities can gradually develop discipline, perseverance, and accountability. Over time, these repeated actions become habits that are internalized and reflected in students' everyday behavior. However, habituation requires consistency and continuity to achieve lasting results. Positive habits may also be reinforced through family influence and the broader social environment, making collaboration between schools, families, and communities essential for successful character development.

The second approach, modeling, involves learning through observation, imitation, and identification with role models. Attitude formation often occurs when students observe and emulate individuals they admire, respect, or consider successful. According to educational psychology, one of the defining characteristics of developing children is their strong tendency to imitate the behaviors of others. Modeling occurs when students adopt behaviors, attitudes, and values demonstrated by teachers, parents, peers, or other influential figures. This process begins with admiration and gradually develops into a desire to emulate the observed behavior. Teachers, therefore, play a particularly important role as role models because their actions often have a profound impact on students' attitudes and character development.

Modeling can be observed in various educational situations. For instance, a student may admire a classmate who consistently achieves excellent academic performance. This admiration may motivate the student to imitate the classmate's study habits, discipline, and dedication in order to achieve similar success. Likewise, students who observe teachers demonstrating honesty, responsibility, empathy, and professionalism are more likely to adopt these qualities themselves. Through repeated observation and imitation, desirable attitudes become internalized and eventually form part of the learner's character. Thus, modeling serves as a powerful mechanism for transmitting values and fostering positive behavioral change.

Overall, the implementation of affective learning strategies through habituation and modeling contributes significantly to the formation of students' character and moral identity. These approaches help learners internalize values rather than merely understand them intellectually. By continuously practicing positive behaviors and observing exemplary role models, students develop attitudes that are deeply rooted in personal awareness and commitment. As a result, affective learning not only enhances educational outcomes but also prepares students to become responsible, ethical, and emotionally intelligent individuals capable of contributing positively to society (Nasiah Siti, 2022; Rossa Zetria Idallah et al., 2024).

### ***Advantages and Limitations of Affective Learning Strategies***

Affective learning strategies offer numerous advantages that make them particularly valuable in educational settings, especially in character education and moral development. Unlike instructional approaches that focus primarily on cognitive achievement, affective learning emphasizes the cultivation of attitudes, values, emotions, and ethical behavior. Through this approach, education seeks not only to develop knowledgeable individuals but also to nurture learners who possess integrity, responsibility, empathy, and strong moral character.

One of the primary advantages of affective learning strategies is their contribution to the formation of character and the development of a dignified and civilized society. By integrating values and moral principles into the learning process, these strategies help shape students' personalities and guide them toward positive behavior. Affective learning also supports the development of students' potential in terms of values, attitudes, and emotional intelligence. As a result, learners become more capable of making responsible decisions, maintaining

healthy social relationships, and contributing positively to their communities.

Another significant advantage is that affective learning serves as a means of developing individuals who are spiritually, morally, and socially responsible. In the context of religious education, affective learning encourages students to strengthen their faith, deepen their devotion to God, and practice noble moral values in everyday life. Furthermore, it promotes qualities such as honesty, discipline, creativity, independence, responsibility, and democratic citizenship. Through continuous exposure to positive values and ethical principles, students gain a clearer understanding of what is right and wrong, beneficial and harmful, acceptable and unacceptable according to societal and religious norms.

Affective learning strategies also help students distinguish between positive and negative attitudes and behaviors. Learners become more aware of actions that are beneficial, valuable, and constructive, while also recognizing behaviors that may be harmful or detrimental to themselves and others. This awareness contributes to the development of sound judgment and moral reasoning. Moreover, when implemented from an early age, affective learning can play a vital role in strengthening national character and fostering social cohesion. By internalizing values such as tolerance, respect, cooperation, and responsibility, students are better prepared to function as ethical and productive members of society.

Another important strength of affective learning is its ability to encourage students to behave in accordance with accepted social norms and moral standards. Rather than merely understanding ethical concepts at a theoretical level, students learn to practice these values consistently in real-life situations. Consequently, affective learning bridges the gap between knowledge and action by transforming values into observable behavior and lifelong habits.

Despite its many advantages, affective learning strategies also present several challenges and limitations. One of the most significant difficulties is that educational systems and curricula have traditionally emphasized cognitive achievement and intellectual development. In many schools, success is often measured through academic performance and standardized testing, leaving less attention devoted to the development of attitudes, values, and character. As a result, affective learning may not always receive the same level of priority as cognitive instruction.

Another limitation is the difficulty of controlling and monitoring attitude development. Students' attitudes are influenced by numerous factors beyond the classroom, including family background, peer relationships, cultural influences, social environments, and personal experiences. Because of these external influences, teachers may find it challenging to determine the extent to which observed behavioral changes result directly from classroom instruction. A student's positive attitude, for example, may have been shaped by family upbringing rather than solely by educational interventions.

Evaluating the effectiveness of affective learning also poses a considerable challenge. Unlike cognitive outcomes, which can be measured through examinations and assessments, changes in attitudes and values generally occur gradually over extended periods. Consequently, the success of affective learning cannot be assessed immediately after instruction. Reliable evaluation requires continuous observation, reflection, and long-term monitoring of students' behavior in various contexts. This

process demands significant time, patience, and professional judgment from educators.

Furthermore, rapid advances in science, technology, and information technology have introduced additional complexities to affective education. Modern students are constantly exposed to diverse information sources, social media platforms, digital content, and cultural influences that may affect their attitudes and values. While technology offers many educational benefits, it can also expose learners to negative influences that conflict with the values promoted in schools. Therefore, educators must continuously adapt their instructional approaches to address the evolving challenges posed by technological developments and changing social environments.

Another weakness of affective learning is its susceptibility to environmental influences. Since attitudes and values are shaped by interactions within families, peer groups, communities, and broader society, the outcomes of affective learning may vary significantly among students. Educational efforts aimed at fostering positive attitudes can be strengthened or weakened depending on the quality of support students receive outside the classroom. Consequently, effective affective education often requires collaboration among schools, families, and communities to ensure consistency in value formation and character development.

In essence, affective learning strategies differ fundamentally from cognitive and skill-based instructional approaches because they focus on values, emotions, and internal awareness. Although affective outcomes may be reflected in observable behavior, drawing valid conclusions about students' attitudes requires careful and sustained observation. A student's politeness, honesty, or sense of responsibility may be influenced by a variety of factors beyond school-based instruction, including family habits and community culture. Therefore, while affective learning is highly valuable for character formation and moral development, its implementation and evaluation require long-term commitment, consistent reinforcement, and a comprehensive understanding of the multiple influences that shape human behavior (Ritonga, 2023; Gusmaneli et al., 2024; Indriani & Nurhasanah, 2013).

## **CONCLUSION**

The discussion above indicates that the development of affective learning strategies focuses primarily on attitudes and values, emphasizing how individuals make decisions, distinguish between right and wrong, and demonstrate appropriate behavior in their daily lives. Affective learning is implemented through two fundamental processes: habituation and modeling, which help learners internalize positive values and attitudes. Various instructional models can be employed within affective learning strategies, including the consideration model, cognitive development model, value clarification technique, cognitive moral development model, and non-directive model. These approaches aim to facilitate students' moral, emotional, and social growth through meaningful learning experiences.

The formation of students' attitudes is an essential objective of affective learning because it seeks to develop individuals who behave in accordance with the norms and values accepted by society. The affective domain is characterized by several key elements, namely attitudes, interests, values, morality, and self-concept. Through the cultivation of these components, students are expected to develop

strong character, positive behavior, and a sense of social responsibility.

Affective learning strategies offer several advantages. First, they emphasize the development of thinking processes that involve both mental engagement and positive emotional growth. Second, they facilitate the integration and balance of the cognitive, affective, and psychomotor domains, thereby supporting holistic student development. Third, they contribute to the formation of mature character, positive attitudes, emotional intelligence, and strong mental resilience among learners.

However, affective learning strategies also have several limitations. First, attitude development is difficult to control because it is influenced by numerous internal and external factors, including family, peers, culture, and social environment. Second, the success of attitude formation cannot be evaluated immediately, as affective changes generally occur gradually over an extended period. Third, the implementation of affective learning requires continuous practice and habituation, making it a time-consuming process that demands consistency and persistence from both teachers and students.

In the context of Islamic Religious Education (PAI), the implementation of the affective domain can be carried out through five hierarchical levels. The first is receiving, which refers to learners' willingness to pay attention to and accept particular values or stimuli. The second is responding, where learners actively participate and react to those values. The third is valuing, which involves appreciating and accepting values as personally meaningful. The fourth is organizing, where learners integrate different values into a coherent value system. The fifth and highest level is characterization by value or value complex, in which values become fully internalized and consistently guide an individual's behavior and lifestyle. These stages reflect the gradual process through which learners develop enduring attitudes and values that shape their character and actions (Alifah, 2019).

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