



Affective Learning Strategy

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Abstract

The Islamic education curriculum plays a strategic role in developing students who are faithful, knowledgeable, morally upright, and capable of responding to contemporary change. However, advances in science, technology, and social dynamics require curriculum renewal while preserving Islamic values. This study aims to analyze the basic concepts, foundations, development principles, classification of knowledge, orientation, and organization of the Islamic education curriculum. It employs a qualitative, library-based research approach. Data were collected from books, scholarly articles, and relevant documents, then analyzed through reduction, classification, interpretation, and conclusion drawing. The findings show that the Islamic education curriculum is grounded in the Qur'an, Hadith, ijihad, and philosophical, psychological, social, and cultural values. Its development should emphasize relevance, balance, flexibility, continuity, and the integration of religious and general knowledge. This study contributes a conceptual foundation for other researchers developing contextual, integrative, and globally responsive studies on Islamic curriculum across educational levels.

Keywords: Islamic education curriculum; knowledge integration; curriculum organization; curriculum development.

Abstrak

Kurikulum pendidikan Islam memiliki peran strategis dalam membentuk peserta didik yang beriman, berilmu, berakhlak mulia, dan mampu menghadapi perubahan zaman. Namun, perkembangan ilmu pengetahuan, teknologi, dan dinamika sosial menuntut pembaruan kurikulum yang tetap berlandaskan nilai-nilai Islam. Penelitian ini bertujuan menganalisis konsep dasar, landasan, prinsip pengembangan, klasifikasi ilmu, orientasi, dan organisasi kurikulum pendidikan Islam. Penelitian menggunakan metode kualitatif dengan pendekatan studi kepustakaan. Data diperoleh dari buku, artikel ilmiah, dan dokumen relevan, kemudian dianalisis melalui reduksi, klasifikasi, interpretasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kurikulum pendidikan Islam berlandaskan Al-Qur'an, Hadis, ijihad, serta nilai filosofis, psikologis, sosial, dan budaya. Pengembangannya perlu menekankan relevansi, keseimbangan, fleksibilitas, kontinuitas, dan integrasi ilmu agama dengan ilmu umum. Penelitian ini berkontribusi sebagai landasan konseptual bagi peneliti lain dalam mengembangkan kajian kurikulum Islam yang kontekstual, integratif, dan responsif terhadap tantangan global serta kebutuhan peserta didik pada berbagai jenjang pendidikan di lingkungan pendidikan Islam masa kini dan mendatang.

Kata kunci: kurikulum pendidikan Islam; integrasi ilmu; organisasi kurikulum; pengembangan kurikulum.



Introduction

Affective learning, in principle, is to shape students to develop a sense of caring, be able to live together harmoniously, and be able to feel what others feel. This aims to ensure that students have a sense of caring for each other, because one of the basic human needs is to socialize harmoniously, giving and receiving with love and affection. Affective learning strategies are indeed different from cognitive and skills learning strategies. Affective is related to values (failure) which are difficult to measure because they involve a person's mistakes that grow from within the student. To some extent, affect can emerge in behavioral studies. However, its assessment to arrive at a conclusion that can be accounted for requires precision and continuous observation, and this is not easy to do. (Rossa Zetria Idallah et al., 2024).

According to Fatimah (Muhammad Ray Chapri et al., 2024) affective learning strategies not only aim to develop cognitive aspects (knowledge), but also focus on forming attitudes. Attitude skills are related to values that are difficult to measure directly because they develop from within the individual. These attitudes can be seen through behavior that emerges as a result of the learning process carried out by the teacher.

According to Wina Sanjaya (Muhammad Ray Chapri et al., 2024) affective learning strategies can be interpreted as a plan that contains a series of activities designed to achieve educational goals more specifically, especially in the formation of attitudes. In the context of education, the term strategy has a broader meaning compared to strategies in the context of learning because educational strategies include comprehensive planning while learning strategies focus more on implementing learning activities in the classroom.

According to Garlach and Ely (Muhammad Ray Chapri et al., 2024) affective learning strategies are the methods chosen to convey learning methods in a particular learning environment, with the aim of forming and developing students' attitudes.

Based on the opinions of the experts above, the author concludes that an affective learning strategy is a systematic plan and method designed to achieve



educational goals, particularly in shaping and developing student attitudes. This strategy not only focuses on cognitive aspects but also emphasizes the internalization of values reflected in behavior. Furthermore, an affective learning strategy includes selecting appropriate methods and managing the learning environment so that the attitude-building process can take place effectively.

Affective Learning Theories include: First, emotional intelligence theory: emotional intelligence involves the ability to recognize one's own and others' emotions, manage emotions, motivate oneself, and manage international relationships. Second, humanistic theory: learning should focus on the full development of human potential, including emotional and social aspects. Emotional needs such as safety and affection must be met to achieve optimal learning. Third, social learning theory: this theory emphasizes the importance of observation, imitation, and modeling in learning. Students learn not only through direct instruction but also through observing the behavior and attitudes of teachers and peers. (Tambunan et al., 2024).

Today's education focuses not only on cognitive achievement but also emphasizes the importance of developing students' affective aspects. Affective aspects encompass attitudes, values, interests, motivation, and character, which serve as the foundation for developing a student's holistic personality. In this context, affective learning strategies are crucial because they help teachers shape positive attitudes and moral values in students in a focused and systematic manner (Nugroho, 2021)..

Affective learning strategies are learning approaches designed to influence students' feelings and attitudes through meaningful learning experiences. This process occurs not only through lectures or material delivery, but rather emphasizes role models, habituation, value discussions, and direct experiences that can touch the emotional aspects of students. Therefore, affective learning requires teachers to act not only as information providers but also as role models capable of instilling positive values (Sari & Hidayat, 2022).

In its implementation, affective learning strategies are often linked to character education, which is currently a primary focus of the Indonesian education



system. Character education emphasizes the internalization of values such as honesty, discipline, responsibility, and social awareness. Affective strategies are an effective approach to integrating these values into the learning process both inside and outside the classroom (Kurniawan, 2021).

Furthermore, technological developments and the digital era also present unique challenges in developing students' affective abilities. Widespread access to information can influence students' attitudes and behavior if not accompanied by the reinforcement of strong moral values. Therefore, affective learning strategies need to be developed adaptively to meet the challenges of the times while maintaining a balance between students' intellectual and emotional intelligence (Pratama, 2022).

This strategy also emphasizes the importance of a conducive learning environment. A positive environment, both at school and at home, significantly influences the development of students' attitudes. Teachers are required to create a democratic, open classroom atmosphere that respects differences so that affective values can naturally develop in students (Lestari, 2023).

Furthermore, affective learning cannot be separated from the role of ongoing evaluation. Assessment in the affective domain is not only conducted through written tests but also through attitude observations, reflective journals, and self-assessments. This aims to determine the extent of student attitude development during the learning process (Putra, 2024). From the perspective of the independent curriculum, affective learning strategies become increasingly relevant because they emphasize student-centered learning. This approach provides space for students to explore life values through contextual learning experiences, allowing character formation to occur more naturally and without being forced (Rahman, 2023).

Affective learning essentially aims to help students internalize positive values through a meaningful learning process. This process is carried out not only through direct delivery of material but also through teacher role models, fostering positive attitudes, discussing values, and engaging learning experiences that engage students' emotions and feelings. Therefore, affective learning strategies



require the active involvement of both teachers and students in creating a more lively and meaningful learning process (Sari & Hidayat, 2022).

In the context of character education, affective learning strategies play a significant role. Character education emphasizes the importance of instilling values such as honesty, responsibility, discipline, and social awareness. These values cannot simply be taught theoretically; they must be internalized through real-life experiences in students' lives. Therefore, affective learning is an effective strategy for supporting the strengthening of character education in schools (Kurniawan, 2021).

Research Methods

This research is a literature study, namely library research, which is a research by reviewing a number of literature, reading journals, and also opening websites to obtain data, theories, and concepts.

related to the discussion, by using the data collection methods and techniques, we can collect all the data needed to support the writing of this journal..

Results and Discussion

Understanding Affective Learning Strategies

The word strategy comes from the Greek word "Strategia", which is sometimes translated as "the art of generals" or "the art of a commander" which is usually used in conflict. In a broad sense, strategy is a way to achieve the success of a goal. Learning is essentially a conscious effort from a teacher to teach his students, (directing student interactions with other learning resources) in order to achieve the expected goals. Thus it is clear that learning is a two-way interaction, namely teachers and students. Affective is related to other attitudes, which include behavioral traits such as feelings, interests, attitudes, emotions, and values. Some experts say that a person's attitude can be predicted to change if they have a high level of cognitive power. The characteristics of affective learning outcomes will be seen in students in various behaviors. (Gusmaneli Gusmaneli et al., 2024)

The term affective generally refers to all aspects of an individual's attitudes,



character, behavior, feelings, interests, and values. The affective component is intended to measure how students behave and view situations while they are at school. The affective component is still closely related to cognition, therefore in general changes in a person's behavior will be easier to understand. Affective learning strategies are a series of learning activities that emphasize the formation of positive attitudes in students and determine learning success, therefore educational units must create assessment programs that optimize effective areas. (Rossa Zetria Idallah et al., 2024).

Through affective learning strategies, students are able to understand that they must avoid bad things in order to have a positive impact on themselves.

and also the people around them. For example, teachers in the school environment are friendly, polite, disciplined, solidary, and caring towards their colleagues. These teachers are not only kind to their colleagues, but also to students and researchers, teachers are always open and caring. (Cahaya Golbin Aisaroh, 2024)

According to the author, affective learning strategies are methods used by teachers to shape positive attitudes, character, and values in students through the learning process. Learning is not merely conveying material, but also an interaction between teachers and students that aims to achieve changes in both knowledge and attitudes. The author argues that the affective aspect is very important in education because the attitudes, emotions, and values that students have will influence their behavior in everyday life. When students have a good cognitive understanding, changes in their attitudes will also be easier to form and be seen in real actions.

Furthermore, according to the author, the teacher's role is crucial to the success of affective learning strategies. Teachers are not only instructors but also role models for students. A teacher's friendly, disciplined, caring, and polite demeanor will provide a direct example for students to emulate.

Thus, the author concludes that affective learning strategies are very necessary to form students who are not only academically intelligent, but also have good personalities and are able to bring a positive impact to their surrounding environment.



Goals and Functions of Affective Learning Strategies

Affective learning strategies are learning actions that aim to shape commendable behavior or attitudes in students. 10 Cognitive abilities can be measured through a specific, stand-alone subject discipline, for example, arithmetic, but affective abilities are not like that. Therefore, to ensure that students have positive character through affective learning, it cannot be assigned to just one particular subject discipline, but to all subject disciplines. (Sihombing & Sukri, 2021). The goal of learning strategies in the affective domain is developed from a behavioral psychology perspective, in the form of stimulation responses that can help new attitudes, which will automatically focus on instilling character values in each individual that influence positive feelings or emotions, which can be interpreted as a process. (Muhammad Ray Chapri et al., 2024)

The learning objectives of the affective domain are developed from the behavioral psychology perspective, which is in the form of stimulation-response that can form new attitudes, which will automatically be oriented towards each individual who influences participants or positive emotions, which can be interpreted as a process to become a result that is not finished. In the assessment of the affective domain, it is the side of the obligation (psychology) of students that is relatively difficult to measure because in a person's actions or behaviors are determined by each individual who runs dynamically (changes) according to the emotions that arise. The affective dimension is actually not an important component in the educational evacuation process, because the assessment model that applies in current subjects only emphasizes the cognitive domain. (Nababan et al., 2023).

The function of affective learning strategies plays an important role in the student learning process. The emotional, attitudinal, and value aspects associated with the affective approach have a significant impact on student motivation, engagement, and learning outcomes. The following are some affective functions in the learning process:

First Motivation: Emotions play a role in influencing student motivation.



Positive emotions arising from joy, curiosity, and emotional involvement can increase students' motivation to learn. Conversely, negative emotions such as anxiety or fear can hinder student motivation and engagement.

Second Attention: Emotions influence students' level of attention to the subject matter. Positive emotions arising from interest, joy, or a sense of involvement can increase students' attention to the lesson and facilitate better information processing.

Third decision-making: emotions influence students' decision-making processes. Positive emotions can help students make better decisions and consider desired values in the context of learning.

Fourth, information processing: emotions can influence students' information processing and learning. Positive emotions can improve students' ability to pay attention, remember, and relate new information to existing knowledge.

Fifth Understanding and Engagement: Students' emotions and attitudes toward learning play a role in influencing their understanding and engagement. Positive attitudes toward learning, intrinsic motivation, and positive emotions can enhance students' understanding and engagement in learning. (Gusmaneli Gusmaneli et al., 2024)

Affective Learning Model

The learning strategy in forming affective (attitudes) is generally related to the situation of students who are faced with problems, where it is hoped that students can make decisions based on what is considered good, namely by finding solutions to all problems.

There are several models of learning strategies for forming attitudes, including: First, the consideration model (learning that can shape personality, not intellectual development according to Mc. Paul, a humanist). Second, the cognitive development model (developed by La Lawrence Kohlberg, but often used by John



Dewey and Jean Piaget), human development occurs as a process of cognitive restructuring that takes place gradually.

in a certain order). Third, the value clarification technique (determining values that are considered good in dealing with problems by trying to analyze a problem that arises). Fourth, cognitive moral development. Fifth, the Non-Directive model (personal development in primitive and conducive situations). (Gusmaneli Gusmaneli et al., 2024)

Strengths and Weaknesses of Affective Learning Strategies

Some of the advantages of affective learning strategies include: First, In the implementation of attitude learning, it will be able to form the character and civilization of a useful nation. Second, Developing the potential of students in terms of values and attitudes. Third, Being a means of forming people who believe and are pious to God Almighty, have noble character, are healthy, knowledgeable, capable, independent, and become democratic and responsible citizens. Fourth, Students will know better what is good and what is not good, what is halal and what is not halal. Fifth, Students will know what is useful or valuable (positive attitude) or worthless (negative attitude). Sixth, By implementing attitude learning strategies, it will strengthen the character of the Indonesian nation, if it is instilled in children from an early age. Seventh, By implementing attitude learning, students can behave according to applicable norms.

The weaknesses of affective learning strategies are: First, the current curriculum tends to be directed at intellectual formation (cognitive abilities) where children are directed to master the material without paying attention to the formation of attitudes and morals. Second, it is difficult to carry out control because of the many factors that can influence the development of a person's attitude. Third, the success of attitude formation cannot be evaluated immediately, because changes in attitude are seen over a long period of time. Fourth, the influence of technological capabilities, especially information technology that presents a variety of program choices that have an impact on the formation of children's characters (Ritonga, 203: 13). Fifth, the teaching and learning process always



follows the applicable curriculum to form students' intellectuals. Sixth, it is difficult to control the formation of each student's attitude, because many things influence the growth of students. Seventh, because attitudes cannot be seen in a short time after participating in learning, it is difficult to measure the success of changes in students' attitudes. Eighth, the influence of advances in science and technology will affect the growth of attitudes. Ninth, learning will change along with the conditions of the surrounding environment. (Nahaban, 2023:667) (Gusmaneli Gusmaneli et al., 2024).

Factors that influence affective learning strategies

Many factors are considered when teachers choose teaching methods, including: First, student characteristics (including mental development, intellectual abilities, physical conditions, psychomotor abilities, age and gender). Second, Expected basic abilities. Third, Teaching materials (based on the criteria of SK and KD subjects, motivating, systematic, practical, interesting, interrelated and capable). Fourth, Available time (number of face-to-face meetings each semester, number of subject hours per week, and when learning takes place, whether in the morning when fresh or in the afternoon or exercise after school when students' enthusiasm for learning is at its lowest point). Fifth, Facilities and infrastructure. Sixth, Teachers' ability to choose and implement learning strategies (teachers and students) to achieve predetermined learning objectives. (Nababan, 2023)

Characteristics of affective learning strategies

There are five important aspects, namely attitudes, interests, self-concept, values, and morals. The explanation of the sentence of the characteristics of SPA aspects is explained as follows. Attitude is the tendency to act with likes or dislikes towards an object, the tendency to accept or reject an object based on values that are considered good or bad. Attitudes can be formed by

observing or imitating something positive, then through reinforcement and receiving verbal information. Changes in attitude can be observed in the learning process, the desired goals, determination and consistency towards something.



Attitude assessment is an assessment conducted to determine students' attitudes regarding subjects, learning conditions, education, and so on. Interest or desire is a strong inclination towards something.

The key to interest is its intensity. In general, interest encompasses affective traits with high intensity. Furthermore, self-concept is an individual's evaluation of their abilities and weaknesses. Values are a person's views of good and bad, beautiful and ugly, worthy and unworthy, just and unfair (Sanjaya, 2012). (Muhammad Ray Chapri et al., 2024). Implementation of affective learning strategies carried out by the prophet Khidir the prophet Musa.

The affective learning strategy carried out by the prophet Khidir to the prophet Musa is contained in the Qur'an, Surah Al-Kahfi verses 60-82. And (remind the story) when the prophet Moses said to his friend: "I will not stop walking until I reach the meeting place of the two seas or I will continue walking for years." So when the two of them reached the place where the two seas met, they forgot about their fish, and the fish wandered through its path in the sea, which is a tunnel underground. After they had gone beyond (that place), the prophet Musa said to his friend: "Bring lunch for the day we are feeling tired on our journey." His friend said: "Do you know what happened when we were resting on that big rock? Actually, I forgot about the fish; and there is nothing that caused me to forget than mentioning this to you but the devil; and the fish has rolled its way through the sea, in an amazing way." Prophet Musa said: "That is what we want"; they returned there again, following their footsteps. So

they found one of our servants to whom we had bestowed grace from us, and we had taught them a kind of knowledge; from our side. The Prophet Musa said to him: "May I follow you, on condition that you teach me from what Allah has taught you, knowledge which is your guide?" He replied: "Indeed, you (O Musa), will never be able to be patient with me." Prophet Musa said: "You will find me, God willing: "a patient person; and I will not disobey any of your orders." Indeed, you have done the right thing," he replied: "Did I not tell you that you would never be able to be patient with me?" Prophet Musa said: „ do not be angry with me because I forgot (your conditions): and do not burden me with any



difficulties in my business (seeking knowledge).

Then the two of them walked again so that when they met a young man he killed him. Prophet Musa said, "Is it right for you to kill a pure soul, which has no sin in killing people? Indeed, you have committed an evil deed!" He replied: "Didn't I tell you that you would never be able to be patient with me?" The Prophet Musa said: "If I ask you about anything after this, then do not make me your friend again, in fact you have enough reasons for doing so because of my questions and rebuttals." Then the two of them walked again, so that when they reached the residents of a city, they asked the people there for food, then the people were reluctant to entertain them. Then they found there a wall that was about to collapse, so they built it. Prophet Musa said: "If you want, of course you have the right to take wages for it!" He replied: "This is the time for separation between me and you, I will explain to you the meaning (impossible events) which you cannot be patient about." As for the boat, it was owned by poor people who worked at sea; Therefore, I leaked it with the aim of recording it, because behind them there will be a king who will seize the tips of every boat that is not damaged. As for this young man, both his parents and parents are believers, so we are worried that he will urge them to commit acts of injustice and kufr. Therefore, we want and hope that God will replace them with children who are better than them in terms of mental cleanliness and more affectionate. As for that wall, it is owned by two orphans in the city, and under it there is a "hidden treasure" that belongs to them, and their father is also a pious man. So your God wants them to be old enough and able to release their hidden wealth, as a mercy from your God (to them). And (remember) I didn't do it according to my own thoughts. That is the explanation of the aims and objectives of things that you cannot be patient about." (Rossa Zetria Idallah et al., 2024)

Advantages of Affective Learning Strategies

Affective learning strategies are those oriented toward developing students' attitudes, values, morals, character, interests, and feelings. These strategies not only emphasize mastery of knowledge (cognitive), but also strive to shape students' personalities so they can apply positive values in their daily lives. Here are some:



The advantages of affective learning strategies that can be discussed in papers or college assignments.

Shaping the Character and Personality of Students Comprehensively

One of the main advantages of affective learning strategies is their ability to comprehensively shape students' character and personality. Through various activities such as role modeling, habituation, value reflection, and providing meaningful learning experiences, students are guided to understand and internalize positive values such as honesty, responsibility, discipline, hard work, and social concern. These values are not merely understood as theoretical concepts but gradually become part of the students' personalities. Character formation through affective strategies has a long-term impact because internalized values tend to persist and influence students' behavior in various life situations. Thus, students not only become academically intelligent individuals but also possess strong moral integrity, enabling them to wisely face future social challenges (Chapri, Harahap, & Gusmaneli, 2024).

Cultivating Moral and Ethical Awareness

Affective learning strategies play a crucial role in developing students' moral awareness. Through a learning process that emphasizes internalizing values, students are encouraged to understand the difference between good and bad behavior based on prevailing religious, social, and cultural norms. This fostered moral awareness helps students make responsible decisions. They act not only based on established rules, but also on the principles of morality. given by teachers or schools, but also understanding the moral reasons underlying those actions. Thus, affective learning strategies can help create a generation committed to good values and able to avoid various forms of deviant behavior (Ritonga, Supriadi, & Syahid, 2023).

Improving Social Attitudes and Interaction Skills

Another advantage of affective learning strategies is their ability to improve



students' social attitudes. Through group discussions, collaboration, simulations, role-playing, and experiential learning, students learn to respect others' opinions, collaborate in problem-solving, and demonstrate empathy for others. These social skills are essential in community life because humans are social creatures who need interaction with others. Students with good social attitudes will more easily adapt to their environment, build harmonious relationships, and demonstrate concern for others (Suharyani & Anwar, 2024).

Increasing Students' Motivation and Interest in Learning

Affective learning strategies can create a more meaningful and enjoyable learning environment for students. When students feel valued, actively involved in learning, and able to connect the material to their own life experiences, their motivation to learn increases. This increased motivation encourages students to be more active in asking questions, discussing, expressing opinions, and participating in various learning activities. These conditions significantly does not directly affect the improvement of student learning outcomes (Aisaroh, 2024).

Helps Emotional Control and Personal Maturity

Affective learning strategies provide opportunities for students to recognize, understand, and positively manage their emotions. The ability to control emotions is crucial because it relates to a person's ability to deal with stress, conflict, and various life challenges. Through self-reflection and value discussions, students learn to develop patience, self-control, and mature problem-solving skills. Students with good emotional intelligence are generally better able to establish healthy social relationships and make rational decisions (Tambunan, Pasaribu, & Nababan, 2024).

Balancing Development of Cognitive, Affective, and Psychomotor Domains

Another advantage of affective learning strategies is their ability to support the holistic development of students. Education that focuses solely on cognitive aspects has the potential to produce students who are intellectually intelligent but



lack social and moral awareness. In contrast, affective learning strategies strive to integrate knowledge, attitudes, and skills simultaneously. Through this approach, students not only learn values but also internalize and apply them in their daily lives, thus optimally achieving educational goals (Chapri, Harahap, & Gusmaneli, 2024).

Helping Internalize Life Values

Affective learning strategies enable students to internalize life values more deeply than purely theoretical learning. Through direct experience, familiarization, and role models, students can understand the meaning of a value and the importance of applying it in everyday life. Values instilled in students will guide their thinking, attitudes, and actions, helping them become responsible individuals with strong life principles (Ulfah, 2024).

Disadvantages of Affective Learning Strategies

While affective learning strategies have many advantages in shaping students' character, attitudes, and values, their implementation also has several weaknesses that educators need to be aware of. These weaknesses generally relate to the implementation process, measurement of learning outcomes, environmental factors, and the readiness of teachers and students to implement instruction oriented toward attitude development. Below, some of the shortcomings of affective learning strategies are explained in more depth.

Learning Outcomes Are Difficult to Measure Objectively

One of the main weaknesses of affective learning strategies is the difficulty in measuring their success objectively and accurately. In contrast to the realm of..

While cognitive aspects can be measured through written tests or exams, achievement in the affective domain is more related to attitudes, values, interests, motivations, and character, which are abstract and cannot be directly observed in a short period of time. Changes in student attitudes often occur gradually and require considerable time to be clearly visible. Furthermore, students may exhibit



positive behavior in the school environment, but not necessarily exhibit the same behavior in the family or community environment. This condition makes it difficult for teachers to determine whether the values taught have truly been internalized in students or simply emerged due to the demands of certain situations. Therefore, affective assessment requires continuous observation, appropriate instruments, and observation from various parties for more accurate results (Chapri, Harahap, & Gusmaneli, 2024).

It Takes a Relatively Long Time to See Results

Affective learning strategies cannot produce instant results. The formation of attitudes, values, and character requires a long process because it involves changing habits, mindsets, and individual awareness. Teachers must consistently provide role models, habituate, guide, and reinforce positive student behavior. Unlike cognitive learning, where results can be immediately known after students take a test or evaluation, affective learning outcomes are often only visible after students have undergone the learning process for a certain period of time. Therefore, this strategy requires patience, consistency, and a high level of commitment from all parties involved in the educational process. Limited learning time in schools often hinders the optimal achievement of these affective goals (Tambunan, Pasaribu, & Nababan, 2024).

Strongly Influenced by Family and Community Environment

The success of affective learning strategies is not only determined by activities carried out at school, but is also greatly influenced by the family and community environment with which students interact daily. The values taught by teachers can be strengthened or weakened depending on the environmental conditions faced by students outside of school. For example, schools teach the values of honesty and discipline, but if students frequently see behavior that contradicts these values in the family or community environment, the process of internalizing values can be less effective. The difference between the values taught in school and the social reality faced by students can cause confusion and hinder



the formation of desired attitudes. Therefore, the success of affective learning requires synergy between schools, families, and communities (Ritonga, Supriadi, & Syahid, 2023).

Requires Consistent Teacher Role Models

In affective learning strategies, teachers not only act as transmitters of material but also as role models for students to emulate. This presents a challenge because teachers are required to consistently demonstrate behavior consistent with the values they teach. If there is a discrepancy between a teacher's words and actions, students may lose faith in the values conveyed. For example, a teacher may teach the importance of discipline but frequently arrives late to class. This situation can reduce the effectiveness of affective learning because students tend to imitate behavior they observe directly rather than simply listening to theoretical explanations. Therefore, affective learning strategies require a high level of integrity and consistency from educators (Ulfah, 2024).

Requires Readiness and Active Participation of Students

Affective learning requires students to actively engage in the learning process. They are not only asked to understand the material but also to reflect on values, express opinions, discuss them, and apply those values in real life. However, not all students are equally prepared to engage in such activities. Some may still feel shy, lack confidence, or are not yet accustomed to expressing their feelings and views openly. As a result, the affective learning process can be less than optimal because the primary goal of this learning is to build awareness within students, not simply to provide information. The success of this strategy depends heavily on students' willingness to actively engage in every stage of the learning process (Aisaroh, 2024).

Aims of Affective Learning Strategies

Affective learning strategies are oriented toward developing students' attitudes, values, morals, interests, feelings, and character. The primary goal of this strategy is not only to enable students to learn something (cognitive), but also to



internalize, believe in, and apply these values in their daily lives. Through affective learning strategies, students are expected to experience positive attitudinal changes, thus developing mature and responsible personalities.

Developing Positive Attitudes in Students

One of the main goals of affective learning strategies is to develop positive attitudes in students toward themselves, others, their environment, and the learning process they undergo. Positive attitudes encompass values such as honesty, responsibility, discipline, cooperation, tolerance, and respect for others. In the educational process, developing positive attitudes is an essential aspect.

is very important because a person's success is not only determined by intellectual intelligence, but also by the quality of their attitudes and behavior. Therefore, affective learning strategies are designed to help students understand and internalize these values so that they become part of their personality (Alifah, 2019). Through various learning activities involving direct experience, self-reflection, group discussions, and role models by teachers, students are encouraged to develop positive behavioral habits in their daily lives. These habits will ultimately form patterns of thought and action that reflect good character. Thus, affective learning strategies not only function as a means of transferring knowledge, but also as a medium for forming attitudes that can support students' success in social and academic life (Alifah, 2019).

Instilling Values and Morals in Students' Lives

The next goal of affective learning strategies is to instill values and morals that serve as guidelines in students' lives. Values and morals are the standards a person uses to determine whether an action is good or bad, right or wrong. In the context of education, students need to be guided to understand the values that apply in religion, culture, and society so that they can be applied consistently in everyday life (Kadir, 2015). Affective learning strategies help students not only understand a value theoretically but also internalize it through meaningful learning experiences. When students are able to internalize a certain value, they will more



easily apply it in various life situations. This internalization process is very important because the values that have been instilled in a person will influence the way they think, make decisions, and act. Therefore, affective learning has an important role in forming a generation that has good morals and ethics (Kadir, 2015).

Forming Good Character and Personality

Affective learning strategies also aim to shape the character and personality of students so that they become individuals with integrity, responsibility, and noble morals. Character is a collection of values that have been firmly embedded in a person and are reflected in everyday behavior. Character formation cannot be done instantly, but requires a continuous process through habituation, role models, and positive learning experiences (Masitoh, Erhamwilda, & Suhardini, 2025). Through affective learning strategies, students are trained to develop various positive character traits such as honesty, caring, discipline, independence, hard work, and empathy for others. These characters are very necessary in social life because they can help someone establish harmonious relationships with their environment. In addition, good character is also an important capital in facing various life challenges in the future so that students are able to become individuals who are useful to themselves and society (Masitoh et al., 2025).

Conclusion

Affective learning strategies are approaches that are systematically designed to shape students' attitudes, values, and character through the learning process. This strategy not only emphasizes cognitive aspects, but also the development of emotions, caring, and social skills so that students are able to live in harmony with others.

Affective learning is supported by various theories such as emotional intelligence, humanistic, and social learning, and is implemented through various models that encourage students to understand and internalize positive values.

Even though it has advantages in forming the character and morals of



students, this strategy also has weaknesses, especially because it is difficult to measure, takes a long time, and is influenced by many external factors. Therefore, the role of the teacher as a role model and manager of the learning environment is very important in the success of affective learning.

The choice of affective learning strategies by teachers is influenced by several factors, namely student characteristics, goals or basic abilities to be achieved, teaching materials, available time, facilities and infrastructure, and the teacher's ability to apply appropriate strategies. Meanwhile, affective learning strategies focus on the formation of aspects of student attitudes which include the main things: attitudes, interests, self-concept, values, morals, all of which play a role in shaping students' personalities and behavior.

The story of Prophet Khidr and Prophet Moses in Surah Al-Kahfi, verses 60-80, illustrates the implementation of an affective learning strategy, where the learning process focuses not only on knowledge but also on developing attitudes, particularly patience and obedience. Prophet Khidr teaches that some things appear bad to humans, but have good essences and purposes in the sight of God. This learning requires students to refrain from asking questions and to accept what is taught before an explanation is given, as a form of training in maturity of attitude and faith.

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