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Effect of affective learning strategies on student character

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Abstract

The learning strategy is an effort planned by educators to create a condition for teaching and learning activities so that students achieve learning goals. Affective learning strategies are present to form a positive attitude from students so as to create a balance in the cognitive, psychomotor and affective domains. The role of educators is needed not only in theory but also through affective learning strategies (attitudes and behaviors) that students can emulate directly. This study used a quantitative method with SPSS data analysis to reveal the importance of affective learning strategies for good student character. The research results show that.

1) Based on the relationship correlation test, a coefficient value of 3.178 is produced indicating a fairly strong relationship between the variables of affective learning strategies on student character. 2) The t test produces tcount 10.654 and a Sig value of $0.000 < 0.05$. These results indicate that the affective learning strategy variable (X) has a significant effect on the student character variable (Y). Thus, this study proves the hypothesis that affective learning strategies have an influence on student character at the STIE Eben Haezar Manado.

Keywords: The affective learning strategy, student character

Introduction

Article 3 of the National Education System Law formulates efforts to improve abilities and shape character. This formulation of education is very good because in addition to producing students who have academic abilities, it also makes students with characters commensurate with spiritual values. Achieving success in the learning process, apart from academic factors, character is also a determining factor. Thus, character is a major factor not only for oneself, but also for the family, community and nation. Therefore, elements of character are also included in the lesson plan for each educator.

Ezra explained that character is the cornerstone. Character is the key to success in achieving goals, especially in difficult circumstances. Through the process and trials, the character which is a hidden strength within, will grow to be strong. Good character will make a person able to face difficult times and have a hopeful future. Idris re-quotes Lickona's quote about Aristotle's view that the source of good character lies within oneself and relates to others. Good character is manifested through good attitudes or actions accompanied by self-control. Hartono argues that character is a series of actions to sculpt the soul, to carve oneself in such a way as to become a person who looks different. As Christians, the Bible is a guide in life to have a character like God's will, namely behaving well and honestly before God and fellow human beings, and being respectful and fearful of God so that every action or word aims to glorify God. With such character, then we are certain become a witness of Christ that has a positive impact.

Based on the three definitions above, the writer argues that character is a person's internal strength that aims to glorify God. This character makes the person not give up easily, can control himself and always do good in words and deeds.

Each student has their own character that influences their daily behavior. Student character is influenced by various factors such as family background, social environment and school. Factors that are very influential in character is family background, then educators or lecturers. So character is behavior that o In accordance with the view above, education plays a role in shaping character.

In the educational process, there are learning activities carried out with certain strategies. Learning strategies are not only within the scope of the stages or processes of teaching and learning activities, but also in preparing learning materials or designs that will be taught in class. Learning easily. Thus, to achieve learning goals effectively and efficiently, learning strategies are the initial stages that teachers or lecturers should not ignore and focus on student activities.

Suyadi argues, that the development between the cognitive, affective and psychomotor domains is not balanced because it pays more attention to the cognitive development of students. This has been happening for a long time and is considered a flaw in the learning strategy methodology. On the other hand, the development of affective and psychomotor aspects is difficult. Thus, the presence of an affective learning strategy can be a balance between the cognitive, affective and psychomotor domains. This is in line with Sanjaya's writings in his book entitled Educational Process Standard Oriented Learning Strategies. He noted seven learning strategies that focused on the cognitive domain, namely student activity-oriented learning strategies, expository learning, inquiry learning, problem-based learning, thinking skills improvement learning, cooperative learning and contextual learning strategies. Meanwhile, only one has an affective charge, namely an affective learning strategy. Even though the development of the affective domain is not easy and the results are not immediately visible like the cognitive aspect, this is very important for lecturers to do.

Affective learning strategies are learning actions that aim to form commendable behavior or attitudes from students. Cognitive abilities can be measured through a particular subject discipline that stands alone, for example, arithmetic, but affective is not the case. Therefore, to produce students with positive character through affective learning, it cannot be imposed on only one particular subject discipline, but on all subject disciplines.

Affective is a human characteristic that has many dimensions, including behavior (attitude), values and interests. Thus, it is a shared responsibility including teaching staff so that students have affective or character that is in accordance with learning objectives, applied when learning activities are being carried out. Takes place through the courses taught.

In line with the goals of national education, STIE Eben Haezar is a religious education institution that educates students to become servants of God with character because this is one of the goals of the establishment of the religious education institution. The expected character of an student is like the character Christ, for Christ is the perfect example. One example of Christ's character is His obedience to God even to the point of being willing to die to fulfill God's promise of human salvation. The hope of an STIE Eben Haezar as a religious education institution is that every student becomes a devout individual and has strong motivation in undergoing the teaching and learning process, as well as being obedient in undergoing the process to achieve the intended character.

The formulation of the research problem is how does affective learning strategy influence the character of STIE Eben Haezar students? So that the research objective is to explain whether or not there is an influence of affective learning strategies on the student character?

Methodology

In this study, researchers used quantitative methods. The nature of data in quantitative research methods is data that can be counted and in the form of numbers. Data analysis used is statistical analysis to answer questions. The results of the analysis are specific and predict the effect of one variable on another, using correlational analysis. Researchers analyzed the data using SPSS version 18.

This research consists of two variables, namely as follows: The independent variable (X) in this case is an affective learning strategy. With sub-variables (dimensions), namely as follows: habituation patterns and modeling. The dependent variable (Y) in this case is the student's character. With sub variables (dimensions), namely as follows: love, honest, humble, diligent and responsibility.

The population in this study were all students of the STIE Eben Haezar in the 2021/2022 Even Semester Academic Year to the 2022/2023 Academic Year. The research instrument is a questionnaire made independently by researchers. In this study, using a Likert scale because researchers want to know the attitudes and opinions of students.

There are two stages carried out in the instrument validity test, namely first, testing the construct validity by asking for opinions from experts with doctoral degrees. Second, content validity testing is to compare the contents of the instrument with the approved content or design by the supervising lecturer. Then test the validity with Cronbach's Alpha with the help of the SPSS Statistics program. The instrument is declared valid if the correlation value (r) obtained is ≥ 0.36 at a significance level of 5%. The calculation results show that the instrument is valid because the correlation value is ≥ 0.37 .

To measure the reliability of this questionnaire, the Cronbach Alpha reliability coefficient was used. The instrument will be more reliable, the higher the value (closer to one). So for the fulfillment of the reliability test of an instrument, it can be said that each item of the instrument is reliable, if the Cronbach Alpha ≥ 0.6 . Based on the results of the reliability test, Cronbach's Alpha value was found ≥ 0.92 so that it can be decided that the instrument used is very reliable.

The next step is the researcher performs a calculation of the data analysis requirements test, which consists of a normality test and a linearity test. The research data normality test can use the SPSS statistic one sample Kolmogorov Smirnov test which has a basis for decision making in carrying out probability (asymptotic significance) using a significance level of > 0.05 . Linearity test using the SPSS Statistics program with a linear error test (deviation from linearity) at a significance Alpha (α) is less than ($<$) 0.05.

Then a simple correlation analysis was carried out to determine the closeness of the sample relationship between the two variables, namely the independent and dependent variables, which aims to see the direction of the relationship between the two variables. The correlation analysis used is Kendal Tau. Then a hypothesis test is carried out which is useful to find out the conclusions on the sample can be applied to the population or can be generalized. Calculations on the hypothesis test using the SPSS Statistics 22 program. Hypothesis testing using the t test to determine whether there is an effect of the independent variable (X) on a significantly to the dependent variable (Y) individually by doing a comparison between tcount and ttable.

Results and Discussion

The analysis requirements test is a step that must be carried out to analyze existing data, including the Normality Test and Linearity Test. Data Normality Test of Affective Learning Strategy Variable (X) as an independent variable or exogenous variable based on SPSS Statistics 22 calculations, shows a value of Sig = 0.012 < 0.05. Thus it is known that the data on the Affective Learning Strategy (X) variable is declared to be not normally distributed. The normality test for the character variable data of STIE Eben Haezar Students, (Y) as the dependent variable produces a Sig value of 0.009 < 0.05, so the Student Character variable, (Y) is declared to be abnormally distributed.

For the Linearity test, a significance value of 0.01 < 0.05 is produced. Thus it is stated that there is a linear relationship between the Affective Learning Strategy Variable (X) and the Student Character Variables.

Correlation analysis using Kendal's Tau analysis produces a coefficient of 0.500. Based on the closeness table of the Sugiyono coefficient relationship, if the coefficient interval value is between 0.400 – 0.599 there is a fairly strong relationship. Thus it can be concluded that there is a fairly strong relationship between the variables of affective learning strategies on student character.

Hypothesis testing using t-test analysis was carried out to determine the effect of the independent variables in this case is the affective learning strategy (X) on the dependent variable in this case the Character (Y). As for the design

carried out by the researcher is as follows:

Define Statistical Hypotheses

First, Ho: $\mu = 0$, there is no significant effect between affective learning strategies on the character.

Second, H1: $\mu \neq 0$, there is a significant influence between affective learning strategies on the character.

Setting Significance Levels

To test whether the hypothesis is accepted or rejected, it is done by testing two parties with a significance level of 5%.

First, if the Sig value > 0.05, then H0 is accepted, H1 is rejected or if the Sig value < 0.05 then H0 is rejected, H1 is accepted

Second, the calculation of the t test with a significance level of $\alpha = 0.05$ (5%), $df = n-2$ and $t = (\alpha/2; n-2)$. $\alpha/2 = 0.05/2 = 0.025$ and $df = n-2 = 47-2 = 46$. Then $t_{table} = 2.013$.

Third, determine statistical criteria, if $t_{count} > t_{table}$ then H0 is rejected, H1 is accepted or if $t_{count} < t_{table}$ then H0 is accepted, H1 is rejected.

Table 1

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	306.071	1	306.071	113.517	.000 ^a
Residual	204.916	76	2.696		
Total	510.987	77			

a. Predictors: (Constant), Affective Learning Strategies
 b. Dependent Variable: Student Character

Table 2

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
		1	(Constant)	3.178			1.247		2.548	.013	
	Affective Learning Strategies	1.030	.097	.774	10.654	.000	.774	.774	.774	1.000	1.000

a. Dependent Variable: Student Character

Based on the results of hypothesis testing in table above, a tcount of 10.654 is obtained and based on the distribution list table with degrees of freedom n-2 and a significant level, a ttable value of 2.013 is obtained. So, it can be concluded that the results of $t_{count} > t_{table}$ or $10.654 > 2.013$, then H0 is rejected and H1 is accepted. From the results of calculating the Sig value, it is obtained that it is $0.000 < 0.05$. Thus, H0 is rejected and H1 is accepted significantly. This means that the affective learning strategy (X) has a significant effect on the character of students.

Discussion

Affective Learning Strategies

The results of the study stated that affective learning strategies had a very significant influence on the character of students. This strategy is used by lecturers to produce students to behave accordingly the rules that apply in their environment. Affective learning is given through two patterns, namely: first, habituation patterns. This habituation pattern is one of the methods used by lecturers to familiarize students continuously or repeatedly. This repetition is done on purpose to produce a strong relationship between a stimulus and a response and not easily forgotten. Furthermore, the moral values that are taught and accustomed to in students will be embedded in their hearts and minds and control their behavior. Through consistent and directed

patterns of habituation, students can have behavioral habits (attitudes) in accordance with the lecturer's directions and become a lifestyle.

Through operant conditioning theory, Skinner did this habituation in order to form affective (attitude). This theory emphasizes more on the process of strengthening student responses by providing reinforcement, namely giving gifts or awards to students who excel. This will encourage students to increase their positive attitude and improve achievement. The positive attitude in question is commensurate with the norms and moral laws that apply, both spiritual and customs or habits and culture. Giving awards is an acknowledgment to students who succeed improve his character. The award can be given through praise, not just in the form of gifts.

Second, the pattern of modeling (pilot). Modeling is a way or attempt to imitate the behavior or attitude towards something that is emulated, then applied in his behavior. This imitation arises because of admiration for a figure that is idolized or considered to have a big influence on that person so that a desire arises to become a person like someone who is idolized. The process of forming a student's attitude towards an object by way of modeling begins by imitating. But it is necessary to explain in advance to students the purpose of the activity. For example, students need to be given an explanation of the reasons for always being honest and obeying school rules. Thus, it is expected that every student

has a belief in truth as a value that appears in his behavior. In the modeling pattern, the teacher's example has an important role because it has an impact on the formation of students' attitudes. As the saying goes, "The teacher pees standing up, so the students pee running." Students will imitate the behavior of their educators and can even develop it with their creativity. Therefore, lecturers must be an example or role model for each of their students, "exemplary educators is a compass that guides students in living their personal and social lives in the future as persons of faith, integrity, and morality."³⁰ In this way, students make their lecturers a model to emulate.

From this explanation, it can be ascertained that the role of the lecturer is not only to guide or direct students in the cognitive domain, but also to strengthen their affective (attitude). Through patterns of refraction and modeling, students are expected to achieve educational goals, namely changing character from negative to positive. Also affective learning strategy is a very effective strategy in character building.

Student Character Values

This character is who we really are. It doesn't matter if anyone else sees us or not. In other words character is what we do when no one is looking at us. The easiest way to know a person's character is on the day of his death. We can hear the judgments of people who come to mourn about the person's personality, whether he is helpful, compassionate or otherwise. Strong character can help us through a very difficult situation. Thus, we can be sure that character is attached to oneself. Someone and always appears in any situation. Through character also someone can be known.

Lickona mentions ten characters that must be instilled in a person, namely: First, wisdom (wisdom or wisdom), is considered the highest of character. Wise or wise people can give good judgment, able to make the right decisions for themselves and others. Second, justice means respecting the rights of others. Matthew 7:12, "... Treat others as you would like them to treat you..." is a principle of justice that applies in cultural and religious circles. Justice also includes maintaining self-respect and respecting one's own rights and due dignity. Third, fortitude (steadfast), enabling us to do what is right in the midst of difficulties, overcome all difficulties, discomfort and suffering. Fourth, self-control, the ability to lead or self-regulate. Capable of mastering sexual emotions, desires and appetites, and being able to wait or delay gratification for something higher and long term goals. Fifth, love (love). Love includes empathy, compassion, kindness, generosity, service, loyalty, love for the motherland, and forgiveness. Love expects nothing in return, is the greatest power in the world. Matthew 22:39 says, "And the second commandment, which is like that, is: Love your neighbor as yourself." lead us to love one another. If God's Word is practiced in our daily lives, then we will avoid gossip and not deliberately find fault with others. Sixth, a positive attitude is an asset for oneself. Characters included in a positive attitude are hopeful, enthusiastic, flexible, and a sense of humor. Being positive or negative is the choice of each person. Seventh, hard work (hard work), a virtue that must exist because in work there is no replacement term in life. The elements of hard work are initiative, persistence, goal setting, and resourcefulness. Eighth, integrity (integrity). Having integrity is being 'whole', meaning that what is said and done is not contradictory in any situation. Ninth,

gratitude (gratitude). Gratitude is just like love, it is not a feeling but an act of desire. The act of being grateful and loving is a choice. For example, we all experience rainy and hot seasons that we do not create ourselves. This motivates us to count the blessings we receive each day. Gratitude also avoids us from complaining. Tenth, humility (humility). This character can be considered as the basis of all moral life. Humility is needed in addition to other characteristics because it makes us always aware of imperfections or shortcomings and leads us to be a person of good personality. Chan said that there are six characteristics that are important for a follower of Christ to have, namely: as follows: first, self-denial is very basic for a follower of Christ. Self-surrender is marked by an act of self-denial, which is an act of not demanding rights but obediently fulfilling all obligations as a disciple of Christ, also not seeking self-justification. Second, devotion, namely actions taken after surrender. A true Christian must be completely devoted to God, not to mammon. Third, humility, namely accepting and respecting others, not prioritizing one's own interests. Fourth, meekness, is a measure of maturity in the character of followers of Christ, especially when facing anger. It is very important to maintain meekness because it plays a very important role in building unity (Eph. 4:1-3). Fifth, holiness, is a character that distinguishes followers of Christ from the world, also in terms of the relationship between believers and non-believers. And the sixth is love, which is the main character (1 Cor. 13:13). Love is shown not only to those who do good but more importantly shown to enemies in the form of action. Based on the explanation above regarding character values based on expert views, the researcher concludes that the dominant characters for students are: first, love is the most important thing for students. Loving God, students become religious, maintain holiness and are always grateful; loving fellow human beings enables him to care and forgive; and loving oneself makes students loyal to their calling as servants Lord.

Second, honesty is a value that makes students as individuals who dare to admit their mistakes, act fairly towards others as well as towards themselves and do not want to lie. Third, humility is a fundamental value for students to be aware of their own weaknesses or shortcomings and accept the strengths of others. Thus, students always strive to become better individuals, explore all their potential and think positively. Fourth, perseverance is a character that makes students resilient in facing various challenges, not giving up easily, working hard and confident. Fifth, responsibility is a character value that produces students who are disciplined in all aspects, do all assignments properly and on time, understand their rights and obligations as students and are able to control themselves.

Conclusion

Based on the results and discussion above, the researcher concludes that, first, character is an important element for a person because character is one of his identities or identity. A student with character enables him to be a witness for Christ, who is resilient in all conditions. Second, the expected character of students is to have love, be honest, humble, diligent and responsible. Third, the affective learning strategy is one of the learning strategies that produces students with character, experiencing a change in attitude from negative to positive. The results of the research and discussion above, obtained a coefficient value of 0.500 indicating a fairly strong

relationship between the variables of affective learning strategies on the character of students.

Affective learning strategies also significantly influence the character students, STIE Eben Haezar, this is evidenced by $t_{count} > t_{table}$ or $6.382 > 2.013$. Therefore, the involvement of every lecturer to implement this strategy is needed through interaction in class during teaching and learning activities. Third, affective learning can be carried out by lecturers without providing theory, but direct practice through constructive advice or reprimands and conveyed at each class meeting, also through the attitudes and behavior of lecturers who become models or examples that are seen directly by students.

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