



Affective Learning Strategy in the Teaching of Islamic Religious Education

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Abstract

This article aims to describe affective learning strategy in the teaching of Islamic Religious Education (PAI) and to explain its role in shaping students' personalities, developing their behavior, and instilling Islamic values into their daily lives. This study applies a library research method by examining and analyzing scientific articles and previous studies related to affective learning strategy, the process of attitude formation, and value-based learning models within PAI instruction. The findings show that affective learning extends beyond students' cognitive development, reaching into the strengthening of their value systems and the guidance of their behavior toward positive attitudes through habituation, exemplary modeling, and reinforcement techniques. The results further indicate that the success of these approaches depends largely on the teacher's role as a model, mentor, motivator, and facilitator who continuously instills ethical and Islamic values within the classroom. In addition, attitude-based learning models such as the consideration model and the Value Clarification Technique developed by Jarolimek help students understand values, consciously choose them, and apply them consistently in daily life. This article concludes that the application of affective learning strategy in Islamic education can contribute to preparing learners who combine academic achievement, good character, and Islamic manners with the ability to practice Islamic values in accordance with the goals of national education

Keywords: Affective learning strategy; Islamic Religious Education; character formation; value-based learning model

Abstrak

Artikel ini bertujuan mendeskripsikan strategi pembelajaran afektif dalam Pendidikan Agama Islam (PAI) serta menjelaskan perannya dalam membentuk kepribadian peserta didik, mengembangkan perilaku mereka, dan menanamkan nilai-nilai Islam dalam kehidupan sehari-hari. Penelitian ini menerapkan metode kajian pustaka dengan menelaah dan menganalisis artikel ilmiah serta penelitian terdahulu yang berkaitan dengan strategi pembelajaran afektif, proses pembentukan sikap, dan model pembelajaran berbasis nilai dalam pembelajaran PAI. Temuan menunjukkan bahwa pembelajaran afektif tidak hanya menyentuh perkembangan kognitif peserta didik, tetapi juga memperkuat sistem nilai dan membimbing perilaku mereka menuju sikap positif melalui pembiasaan, keteladanan, dan teknik penguatan. Hasil kajian juga menunjukkan bahwa keberhasilan strategi tersebut sangat bergantung pada peran guru sebagai teladan, pembimbing, motivator, dan fasilitator yang secara berkelanjutan menanamkan nilai etika dan Islam di kelas. Selain itu, model pembelajaran sikap seperti model konsiderasi dan Teknik Klarifikasi Nilai yang dikembangkan oleh Jarolimek membantu peserta didik memahami nilai, memilihnya secara sadar, dan menerapkannya secara konsisten dalam kehidupan sehari-hari. Artikel ini menyimpulkan bahwa penerapan strategi pembelajaran afektif dalam pendidikan Islam dapat berkontribusi mempersiapkan peserta didik yang memadukan prestasi

akademik, akhlak yang baik, dan tata krama Islami dengan kemampuan mengamalkan nilai-nilai Islam sesuai tujuan pendidikan nasional.

Kata kunci: Strategi pembelajaran afektif; Pendidikan Agama Islam; pembentukan karakter; model pembelajaran berbasis nilai.

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Introduction

The practice of religious education, particularly Islamic Religious Education (PAI), remains a frequent target of criticism. This criticism relates to the fact that students' grades in Islamic education may appear high on paper, yet these scores are not necessarily reflected in their daily behavior, whether in religious commitment, honesty, empathy, or morality. This phenomenon indicates that academic achievement in Islamic education does not always guarantee success in character development (Wahyudi, 2026). This view aligns with Nurhidin (2017), who argued that the moral decline of the Indonesian nation is partly caused by PAI instruction that is considered insufficiently effective. Research by Nasution and Usman (2021) at SMA Negeri 2 Kotapinang likewise demonstrated that the religious values taught through PAI have not been optimally implemented, a shortfall attributable to environmental factors, differing student backgrounds, and teachers' assessment practices that still lean heavily toward cognitive aspects. This condition highlights the relevance of affective learning strategies in developing students' character by connecting the understanding of values with their attitudes and behavior in everyday life (Arini, 2024).

An example of a moral education problem occurred at a private junior high school in Gresik Regency, when a student smoked at his desk and responded with aggression and defiance when the teacher asked him to stop, even grabbing the teacher's collar and uttering inappropriate words. A similar incident took place in East Nusa Tenggara Province, specifically in the western Fatuleu area of Kupang Regency, where a senior high school teacher was assaulted by three students over an examination attendance list and suffered serious injuries to several parts of the body. Numerous comparable cases have been documented elsewhere, and this reality demonstrates that PAI instruction has not fully succeeded in shaping students who act in accordance with Islamic teachings and moral values (Juniarti & Misbah, 2022).

Teachers hold a decisive role in shaping students' manners and attitudes. Research conducted by Fauzianor et al. (2025) at SMAN 6 Palangka Raya showed that teachers, particularly PAI teachers, play a highly important role in instilling moral

values in students, since teachers should consistently embed values and moral principles within every lesson explanation and instructional guideline. Teacher strategy is likewise a key factor in addressing moral degradation in the modern era, because without a clear strategy, the process of character formation tends to lack direction and has limited impact on students' actual behavior. One strategy teachers can use to shape students' character is affective learning strategy, an educational strategy that focuses on developing and shaping students' attitudes, values, and behavior, aimed at fostering positive attitudes rather than merely improving cognitive ability (Chapri et al., 2024). This strategy also supports the goals of national education as stipulated in Article 3 of Law of the Republic of Indonesia Number 20 of 2003, which states that the general purpose of national education is to develop students' capacities so that they become faithful and pious individuals while building a dignified national character and civilization (Law of the Republic of Indonesia Number 20 of 2003, 2003).

Research on affective learning strategy has been extensive and can be grouped into several main areas of focus. The first focus concerns the development of affective learning strategy itself (Alifah, 2019). The second focus concerns the implementation of affective learning strategy within the educational process, particularly Islamic education (Ritonga et al., 2023). The third focus examines the role of this strategy in character development and the cultivation of students' social attitudes (Kadir, 2015).

These studies generally discuss the concepts and models of affective learning strategy in isolation from one another. An explanation of the process of attitude formation through habituation, exemplary modeling, and reinforcement, integrated coherently with attitude-based learning models such as the consideration model, Kohlberg's cognitive development model, and the Value Clarification Technique, is rarely presented within a single study. The novelty of this article lies in its attempt to map, in an integrated manner, three processes of attitude formation together with two models of attitude-based learning within one coherent conceptual framework, so that PAI teachers gain a comprehensive picture ranging from the basic mechanisms of attitude formation to operational models that can be directly applied in the classroom, an integration that has rarely been presented in previous research (Hasanah, 2019; Nida, 2013).

Method

This study employed a library research approach to systematically identify, examine, and synthesize literature related to affective learning strategies in Islamic Religious Education (PAI). The literature search was conducted using the Publish or Perish application to identify relevant scientific publications indexed in academic databases. The search process used several combinations of keywords, including “affective learning strategy in the teaching of Islamic Religious Education (PAI),” “habituation patterns in schools,” “exemplary modeling in education,” “positive and negative reinforcement,” and “attitude-based learning models.” The search was limited to publications published between 2021 and 2025 to ensure that the discussion was primarily informed by recent studies. The collected literature was initially screened by examining the relevance of the title, abstract, and main discussion to the research focus. Studies were considered relevant when they specifically addressed affective learning strategies, attitude formation, value-based learning, character development, or their implementation within educational contexts, particularly Islamic education. Studies that did not have a clear connection with the research focus were excluded. Through this process, 23 journal articles were selected as the main sources for analysis.

The selected literature was then analyzed qualitatively through an interpretive and thematic synthesis process. The analysis focused on identifying recurring concepts, approaches, and models related to affective learning strategies and their application in PAI. Particular attention was given to three processes of attitude formation, namely habituation, exemplary modeling, and reinforcement, as well as two attitude-based learning models, namely the consideration model and the Value Clarification Technique (VCT). The findings from the selected articles were compared, grouped according to their thematic similarities, and synthesized to construct an integrated conceptual understanding of how affective learning strategies contribute to students’ attitude and value formation. In addition to the selected journal articles, primary reference books and relevant legislative regulations were used as supporting sources to strengthen the theoretical and conceptual interpretation of the findings. The analysis did not involve statistical procedures or primary field data. Rather, it emphasized conceptual comparison, interpretation, and integration of findings from the reviewed literature. This analytical procedure enabled the study to develop a coherent framework connecting the mechanisms of attitude formation with practical attitude-based learning models that can be applied in PAI instruction.

Result and Discussion

The Concept of Affective Learning Strategy

The word strategy derives from a combination of a noun and a verb in Greek. As a noun, *strategos* is a combination of the word *stratos*, meaning military, and the word *ago*, meaning to lead. In technical terms, strategy is a pattern that is deliberately planned and established to carry out an activity or action (Majid, 2021). Strategy, in its true sense, is understood as the skill of executing a particular procedure or developing a structured plan. Technically, strategy is a model or approach deliberately designed and adopted to conduct training or implement activities in order to achieve desired goals efficiently and effectively (Ritonga et al., 2023). The term strategy is also used to refer to a method, plan, or practical approach (Warsita, 2009).

Gagne and Briggs argued that learning is a series of events that influence the ease of the learning process. Learning is not solely related to activities carried out by educators, but encompasses everything that has a direct influence on the learning process. Sadirman referred to learning as educative interaction, namely interaction carried out consciously with the purpose of guiding students toward maturity.

Learning is fundamentally an activity designed to condition a person so that educational goals can be achieved. Based on this explanation, a learning strategy can be defined as a plan containing activities designed to achieve educational goals. Dick and Carey explained that a learning strategy consists of the entire body of instructional material and the stages of learning activities used by educators to guide students toward educational goals. A learning strategy is therefore not merely a mechanism for learning activities, but also the arrangement of material presented to students (Majid, 2021).

When a strategy is directed toward the affective domain, it takes on the meaning of planning a series of learning activities that focus on values and attitudes (Chapri et al., 2024). Values represent a construct held within a person's mind, hidden in nature, and not directly observable in the real world. Values relate to a person's view of what is good and bad, appropriate and inappropriate, and fitting and unfitting. A person's perspective on a value cannot be known directly, but it can be understood through behavior associated with it.

Values are essentially a standard of behavior that colors a person's actions. Values are also closely tied to attitudes, since attitude is the manifestation of the values a person holds, meaning that value education is fundamentally also attitude education. Attitude is the drive that leads a person to accept or reject an object based on values

regarded as good or bad. When a person learns an attitude, they are in fact acquiring the drive to accept or reject objects consistent with the values they believe in (Sanjaya, 2006).

Within the framework of educational taxonomy, the affective domain is described as a graduated process of value internalization, progressing from receiving, responding, and valuing to organization and characterization of values within students (Nafiati, 2021). These stages affirm that attitude formation is not an instantaneous event, but rather a gradual process requiring consistent habituation and reinforcement from the learning environment.

Realizing the affective dimension within the educational process is a significant challenge faced by teachers. This dimension relates to the instillation of values and ethics as well as the shaping of students' behavior and character in daily life. Teaching values and attitudes is not confined to the presentation of theory in the classroom, but requires positive role models and practical application by teachers and the surrounding environment. Students are better able to understand and apply positive values when they observe behavioral models consistent with what they are learning.

The educational process needs to combine theoretical, practical, and pedagogical aspects for the goals of affective education to be achieved effectively. Within Islamic Religious Education, the main focus of the affective domain is religious attitude, whether related to *ubudiyah* (matters of ritual worship) or *muamalah* (matters of social and interpersonal transaction) (Fatmawati et al., 2025). Affective learning is expected to enable students to determine each step of their conduct based on good attitudes and values, while also helping them recognize inappropriate values and attitudes that should be avoided so as to produce a positive impact on themselves and those around them (Sintian & Robian, 2023).

The Process of Attitude Formation

Affective learning strategy is an approach designed to enhance students' emotional aspects and learning motivation so that educational goals can be realized. Every affective learning strategy places students in varying situations, with the expectation that they will be able to make decisions grounded in good attitudes and values. The design of this strategy is adapted to the mechanism through which attitudes are formed, encompassing three main approaches, namely habituation, exemplary modeling, and reinforcement.

The first approach, habituation, involves patterns of habituation, whether consciously applied or not, that are capable of instilling particular attitudes in students during the learning process at school (Sanjaya, 2006). The application of positive habituation in teaching and learning activities produces a significant effect on the formation of students' attitudes and values, while also improving the effectiveness of learning at school (Holis et al., 2025). Steven Covey stated that attitude is fundamentally shaped through habituation, implemented through the repetition of positive actions, including time management, manner of dress, and social etiquette (Hartati, 2025). The most important value in character education is to introduce, understand, internalize, and realize good conduct in students' lives, so that positive habits practiced continuously are able to shape students' character and encourage them to become more productive, independent, and responsible (Maela et al., 2023). Teachers, whether aware of it or not, help shape students' attitudes and values through the good habits they instruct their students to practice.

The success of habituation within affective learning requires cooperation and support from all parties involved in the educational process, including teachers, parents, and the students themselves, since each plays an important role in character development and the cultivation of positive behavior. The teacher's role extends beyond simply conveying knowledge to include guidance and the instillation of ethical values in students' daily lives. Parents and educators should consistently supervise the habits practiced by their children so that the habits formed remain positive ones (Fatmawati et al., 2025).

The second approach, exemplary modeling, occupies an important position within affective education strategy because it is able to connect moral teaching with real behavior. Character formation does not occur solely through verbal instruction, but also through the process of observation and imitation that students undertake in response to the positive behavior of their educators (Fauziah et al., 2025). This view is supported by Ibn Khaldun's statement that good education is not merely the transfer of knowledge, but also requires the internalization of values through social interaction, namely by observing and following the behavior of educators so that students can more easily understand how to apply Islamic values in daily life. Exemplary modeling essentially influences not only the cognitive domain, but also the affective and psychomotor domains of students (Maela et al., 2023).

The application of exemplary modeling is one of the most important educational methods, contributing to shaping students' personalities and developing their moral and emotional growth. Teachers occupy a fundamental position in implementing this strategy, since its success depends heavily on their behavior and conduct, both within and outside the educational environment. The teacher's role is not limited to conveying information and explaining lessons, but also extends to becoming a practical role model imitated by students in speech, action, and interaction with others. When teachers display positive qualities such as honesty, discipline, respect, cooperation, and responsibility, students are directly influenced by these qualities and strive to imitate them in daily life, since direct observation tends to be more effective than abstract theoretical learning.

Educators carry a dual role, serving as role models while also guiding students toward Islamic values and the practice of Islamic law, so that students develop a firm Islamic personality. Educators need to possess a high degree of empathy toward their students, namely the ability to understand others' feelings and share those feelings with them. This quality of empathy helps build stronger relationships with students, so that learning grounded in empathy has a greater likelihood of achieving the intended effectiveness (S et al., 2024).

The third approach, reinforcement, makes the two preceding approaches more effective when accompanied by reinforcement directed at students. Santrock defined reinforcement as a consequence considered capable of increasing the likelihood that a particular behavior will occur. Reinforcement is provided by educators to obtain a specific response from students, usually related to instructions the teacher wishes to convey so that students carry out those instructions (Nurcahya & Hadijah, 2020).

In general, reinforcement is divided into two types, namely positive reinforcement and negative reinforcement. Positive reinforcement refers to the provision or addition of a stimulus, whereas negative reinforcement does the opposite. Positive reinforcement may take the form of words of praise or the granting of a reward when students engage in positive behavior, while negative reinforcement usually takes the form of a consequence that discourages students from engaging in negative behavior. Reinforcement consistently applied within the learning process creates an enjoyable and more effective learning atmosphere, which in turn increases students' motivation and learning outcomes.

Good reinforcement makes the learning process even better. The effectiveness of affective learning strategy is also influenced by educators’ creativity in delivering instruction. A teacher’s status as a role model for students generates an assessment that the teacher possesses creativity, thereby encouraging students to imitate them, and teachers are required to stimulate and provide encouragement in the form of reinforcement so that development in the teaching and learning process ultimately takes place (Maulidia & Tumardi, 2020).

These three approaches to attitude formation can be summarized as presented in Table 1 below.

Tabel 1. Summary of the Three Approaches to Attitude Formation in Affective Learning Strategy

Approach	Main Mechanism	Teacher’s Role	Source
Habituation	Consistent, ongoing repetition of positive actions	Supervisor and driver of good habits	Holis et al. (2025); Maela et al. (2023)
Exemplary Modeling	Students’ observation and imitation of the educator’s behavior	Behavioral model and empathetic mentor	Fauziah et al. (2025); S et al. (2024)
Reinforcement	Provision of positive or negative consequences for a given behavior	Provider of reward and director of behavior	Nurcahya & Hadijah (2020); Maulidia & Tumardi (2020)

Table 1 shows that these three approaches complement one another and cannot stand independently, since habituation shapes behavioral patterns, exemplary modeling provides a concrete reference for students, and reinforcement maintains the consistency of behavior that has already been formed so that it does not weaken over time.

Models of Attitude-Based Learning Strategy

Attitude-based learning strategy generally places students in a situation containing a problem, requiring them to make decisions based on values they consider good. Two models widely used in attitude-based learning are the consideration model and the Value Clarification Technique.

The first model, the consideration model, is based on Mc. Paul’s argument that moral formation differs from cognitive development. Attitude-based learning fundamentally helps students improve their capacity to live harmoniously, possess empathy, and be able to feel what others feel. The consideration model emphasizes a strategy capable of shaping students’ personalities, with teachers serving as an example

in treating students with respect, thereby fostering solidarity, mutual assistance, and mutual respect (Alifah, 2019).

The consideration model can be implemented by teachers through seven educational stages, as summarized in Table 2 below.

Tabel 2. *Stages in the Implementation of the Consideration Model (adapted from Sanjaya, 2006)*

Stage	Description of Activity
1	The teacher presents a problem involving a moral conflict commonly encountered in daily life, then places students in an imagined situation so that they directly experience the problem.
2	Students are guided to analyze the problem not only from its visible aspects but also its implicit aspects, such as the feelings, needs, and interests of other parties involved.
3	Students are asked to write their responses or opinions on the problem presented, helping them evaluate their own feelings and thoughts before comparing them with others' opinions.
4	The teacher invites students to analyze the various responses given by their classmates, then classify these responses into particular categories according to their characteristics.
5	Students are encouraged to consider the potential outcomes of each proposed action or solution, while the teacher ensures they feel free to express their opinions and respect differing viewpoints.
6	Students are guided to examine the problem from a range of more comprehensive perspectives, including interdisciplinary perspectives, so that they can weigh relevant values when taking a position.
7	Students are encouraged to formulate their own decisions based on personal conviction, without the teacher judging their answers as right or wrong, with the teacher's role limited to guidance and support.

Table 2 shows that the implementation of the consideration model moves from the presentation of a problem toward students' formulation of an independent decision, with the teacher acting as a guide rather than the arbiter of a right or wrong answer.

Teachers should encourage students to exchange information and discuss with their peers, not merely write down their opinions on the problem presented. This activity should not become a burden or an assignment for students, but should instead be presented flexibly and naturally within the learning process. The consideration model is one of the affective learning methods aimed at developing values without imposing pressure or burdensome demands. This model is assessed through direct observation by the teacher to identify students' values and attitudes, whether positive or negative, so that positive values can be reinforced while negative values are minimized and gradually guided toward improvement.

Students' values are reflected through their behavior and actions, since behavior mirrors an individual's beliefs and attitudes. The application of this method shows that students enjoy learning, particularly when real-life problems are presented for discussion, giving them the opportunity to think and express their opinions freely while offering logical arguments whether they agree or disagree (Prianggita, 2016).

The second model, the Value Clarification Technique (VCT), is an educational method used to help students identify values considered effective for resolving a problem, through analysis of the existing problem and a thorough understanding of its dimensions. This analytical process helps distinguish between the causes and consequences of a problem, thereby enabling the selection of appropriate values to address it and to arrive at a sound decision (Alifah, 2019). This is achieved by analyzing the values already embedded within students, allowing them to evaluate and reorganize these values so that they align with new values acquired during the learning process.

One of the most prominent problems in teaching values and behavior is teachers' tendency to convey values directly to students without considering the values students already hold. Such an approach can generate internal conflict due to the mismatch between values students already believe in and new values conveyed by the teacher, making it difficult to reconcile the two. VCT is distinguished by its reliance on first analyzing the values already held by students before attempting to align them with the new values that need to be instilled.

This technique has four main objectives, namely to measure students' level of awareness of various values; to develop students' awareness of the values they hold, whether positive or negative, while striving to improve them; to rationally instill desired values so that students accept and integrate them into their character; and to train students to evaluate situations and make decisions related to their daily lives in society (Theofilus, 2019).

John Jarolimek, in 1974, explained the steps for implementing VCT in seven stages divided into three levels, as presented in Table 3 below

*Tabel 3. Seven Stages of the Value Clarification Technique
(adapted from Jarolimek, 1974, as cited in Martoni et al., 2019)*

Level	Stage	Explanation
Freedom of Choice	1. Free choice	Students are given complete freedom to choose the value they consider appropriate without coercion.

Level	Stage	Explanation
Prizing	2. Choosing from several alternatives	Students freely select one of the available value alternatives.
	3. Choosing after analyzing consequences	Students weigh the impact of each alternative before deciding.
	4. Feeling satisfied and proud	The chosen value becomes part of the student's identity.
	5. Publicly affirming the value	Students demonstrate the value's application consciously and consistently in front of others.
Acting	6. Applying the value in practical situations	Students demonstrate the willingness and ability to act in accordance with the chosen value.
	7. Repeating the behavior consistently	The value becomes part of sustained daily behavior.

Table 3 affirms that the implementation of VCT proceeds in stages, beginning with the freedom to choose a value, moving through the prizing of the chosen value, and culminating in the realization of that value through sustained, concrete action.

VCT emphasizes the manner in which individuals construct the values they consider appropriate, so that these values subsequently shape their behavior in society. This technique is implemented through dialogue between teacher and student within a calm and open learning environment that allows for the free expression of feelings and opinions. Teachers need to observe several considerations when applying this technique, including avoiding direct advice delivered in a patronizing manner, refraining from forcing students to give a particular answer, facilitating free and honest dialogue, conducting dialogue individually as well as in groups, avoiding situations that make students feel embarrassed or defensive, refraining from steering students toward a predetermined attitude, and avoiding excessive questioning about the reasons behind their choices (Martoni et al., 2019).

Conclusion

This study shows that affective learning strategy within Islamic Religious Education plays an important role in shaping students' personalities, developing their attitudes, and instilling religious values through three main approaches, namely habituation, exemplary modeling, and reinforcement, which complement one another and cannot stand independently. These findings also affirm that two attitude-based learning models, namely the consideration model and Jarolimek's Value Clarification

Technique, provide teachers with a practical framework for guiding students to understand values, consciously choose them, and apply them consistently in daily life without imposing the correctness of a value solely from the teacher's perspective. The success of all these approaches and models depends heavily on teachers' competence in fulfilling their roles as models, mentors, motivators, and facilitators, meaning that the practical implication is the need to strengthen PAI teachers' affective competence and exemplary conduct through continuous training, rather than merely mastering religious cognitive material. A further implication for educational policy is the importance of integrating affective indicators into PAI assessment systems in schools, so that learning success is not measured solely by academic achievement on paper.

This study has certain limitations, as it is drawn entirely from a library-based review without empirical field data, meaning the effectiveness of each approach and model has not been directly tested within a specific school context, and the scope of literature reviewed is also limited to a particular publication period and therefore does not represent the full body of research in this field. Future research is recommended to adopt empirical approaches, whether quantitative or qualitative, to test the application of habituation, exemplary modeling, reinforcement, the consideration model, and the Value Clarification Technique across different levels of education, as well as to develop more measurable affective assessment instruments for PAI instruction. Teachers and education policymakers are also encouraged to design structured programs for strengthening affective capacity, so that affective learning strategy becomes not merely a conceptual discourse but is genuinely integrated into the daily practice of PAI instruction in schools.

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