



Teacher Competence in Planning Affective Learning in Elementary Education

*Khodijah¹, Dedi Setiawan²

¹*Institut Agama Islam Negeri Metro, Indonesia*

²*Universitas Ma'arif Lampung, Indonesia*

*Correspondence: ✉ khodijahiaimmetro@gmail.com

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Abstract

Students' values and attitudes are related to the achievement of the affective domain in learning. Planning, implementing and evaluating learning is the job of a teacher/educator. As a learning planner, it is related to teacher competence in internalizing affective values in the lesson planning process (RPP), which is the first step and guideline for implementing learning. As time goes by, the problem of values that produce attitudes/actions has become an urgent matter to be resolved. Almost every day we are presented with news and direct incidents about students' bad behavior, even leading to criminal acts. So the aim of writing is to analyze teacher competence in planning affective learning at the basic education level. The method used is literature study, data is collected through text study and relevant research results. The research results show that teacher competence in planning affective learning is very important for creating affective learning in schools. These competencies include: 1) Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects, and 2) Developing a curriculum related to the subject or field of development taught, namely: a) Determining learning objectives by KKO, b) Developing types of affective material, c) Internalizing affective values in learning experiences or learning method steps, and d) Selecting types of affective evaluation or assessment.

INTRODUCTION

In Law Number 20 of 2003, Article 3 concerning the National Education System, mandates that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aimed at developing the potential of students to become human beings who believe and are devoted to God. God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. On this basis, the role of education becomes very important in the process of instilling life values in students.

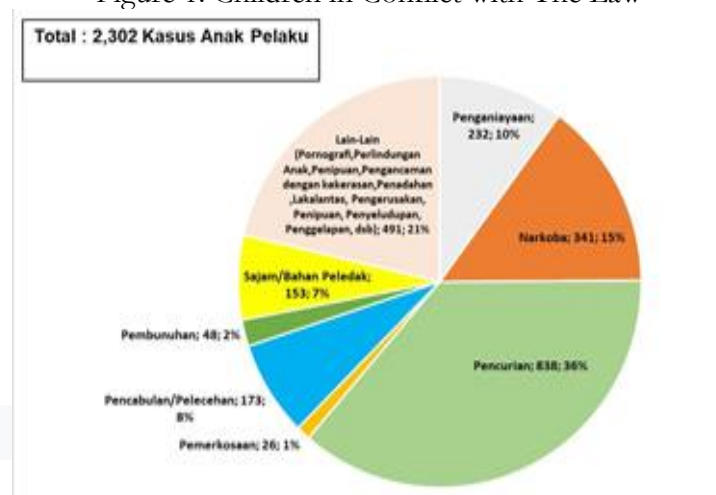
Education is a tool needed in forming the attitudes or values of students as humans who try to develop their potential through the learning process. Planning or formulating

learning is the first step that must be taken by teachers/educators, so that the learning formulation can become a reference or guide in the growth of optimal implementation of learning thus the learning objectives are achieved. When learning objectives can be achieved, the competencies expected of students can form the students' character values and attitudes. One of the character values and attitudes of students can be formed from the affective learning process that takes place in the school environment. In (Sauri and Nurdin 2019) as a form of social system where school activities interact with one another. The school environment ensures a variety of life values. These values are values that are deliberately institutionalized through a number of formal provisions as well as life values that are born personally and displayed in the form of individual thoughts, words and actions.

One of the factors that influences children's or students' ability to think and act is the use of gadgets that are not supervised by adults. Technological developments offer convenience and positive values, but it cannot be avoided that the negative impact of technology also appears through social media which presents a lot of hoax news and content with words that contain the meaning of hatred, insults, provocativeness and pornography, with easily accessible to children of all ages. The role of the immediate environment, namely family and society, also has a big role in providing life values as provisions for living daily life and anticipating (filtering) through parental care, supervision and guidance regarding things that can give rise to bad actions or behavior for students.

Criminal acts committed by children are increasing every day and are of concern, as data from the National Legal Development Agency (BPHN) of the Ministry of Law and Human Rights recorded a number of cases involving children as perpetrators or Children in Conflict with the Law (ABH), as follows:

Figure 1. Children in Conflict with The Law



The data above is a diagram of the percentage of types of crimes and criminal behavior of children who received Legal Assistance from BPHN in 2020 - 2022. The recorded number of cases of Children in Conflict with the Law (ABH) was 2,338 children, consisting of 2,271 boys and 2,271 girls. 67 children. The top three cases involving children in conflict with the law are 838 cases of theft, 341 cases of narcotics abuse, etc. (Putra 2023). From this data, the age category of the child who committed the crime cannot be seen, but it is important that every child goes through a period of basic education which will prepare them for how they face everyday life.

Based on the facts above, the question arises, why are there still many students who are not able to apply affective values related to determining values/attitudes (acceptance or rejection, agreeing or disagreeing) towards something. This will affect the behavior or actions of students who do not yet reflect human beings who believe and are devoted to God Almighty as mandated by law. In fact, the formulation of National education goals directs the results of the process of forming values and attitudes. Students do not only live in the school environment, especially when students spend at school only between six and nine hours. After that they have another life, namely the family and community environment. However, it is very important, when the process of instilling affective domain values in the learning environment at school can be optimized, it is hoped that affective values will be able to shape students into members of families and communities with character and protect students from negative influences that can damage morals.

In Islam, character formation is reflected in the person of Rasulullah SAW as explained in Q.S Al-Ahzab: 21 *"Indeed, in (the person of) Rasulullah there really is a good role model for you, (namely) for those who hope for (the mercy of) Allah and (coming) of the Day of Judgment and those who remember Allah a lot."* Rasulullah SAW is a role model or example of behavior by building education based on morals and ethics. Preparing complete human beings, one of which starts from educational institutions, namely schools as a place to instill and develop the character values of the younger generation.

There are many factors that cause students' values/attitudes to not be formed or not when viewed from the school environment. As in (Sauri and Nurdin 2019), currently the values education program seems to be separated from its parent. Values education programs are considered special subjects that relate to religion, social affairs, philosophy or humanities. In fact, values are the core of every subject matter and values must be able to color all school components, environments, programs or activities. According to the

author, one of these assumptions can influence the level of awareness and willingness of teachers to design all learning based on values. The failure to achieve affective learning objectives is partly due to the lack of awareness and ability of educators/teachers to manage or design learning optimally, especially learning in the affective domain.

METHOD

The research method used is literature study. In (Sugiyono 2012) literature studies relate to theoretical studies and other references related to the values, culture and norms that develop in the social situation being studied. Data collected through text studies and research results that are relevant to the research focus. Data analysis begins by classifying the collected data based on the problem being studied, then analyzed using content analysis, the results of the analysis and interpretation of the data are then concluded.

This research was written using literature studies in the form of textbooks, research journals and internet information relevant to the research focus on teacher competence in planning affective learning at the basic education level. The aim is to describe teacher competence in planning affective learning at the basic education level in order to answer existing research problems. The results of this research can be re-examined by reducing, displaying the data, and summarizing again until optimal results or findings are obtained.

FINDINGS AND DISCUSSION

An educator must have the competence to realize national education goals. In Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph 1 states that teacher competence includes pedagogical, personal, social and professional competence obtained through professional education. Teacher competency is holistic, meaning that competency is integrated and manifested in the teacher's performance as a planner, implementer and assessor of learning. Educators as learning engineers are defined as someone who is expected to have the ability to design meaningful learning activities, so that what results from these designs can shape students' knowledge, attitudes and skills which are reflected in their daily behavior. The steps that must be taken before carrying out learning activities in class are planning learning in the form of a Lesson Plan (RPP) as the final tool in Document II in KTSP. The planning process is an activity of determining the components in it, such as: goals to be achieved, what will be used, how to do it, who will be involved, and when it will be done.

In essence, affective education is attitude education. Attitude is an evaluative response directed by a person towards people, objects, events and behavior as the object of attitude. Attitudes involve preferential response tendencies. Attitude is an evaluative response that shows expressions of liking or disliking, agreeing or disagreeing, approaching or avoiding and being interested or not interested in the attitude object (Satria, 2017). The affective domain relates to the character, attitudes, values that students are expected to have after participating in the educational process. So far, the affective domain has been implicitly accommodated in learning planning, even though competence in this domain actually has a major contribution to a person's success in the world of work and in life at large (Ratumanan and Rosmiati, 2019). Several things that need to be done in the character education design stage include:

1. Identify the types of school activities that can realize character education, namely the values/behaviors that students master and realize in everyday life;
2. Develop character education materials for each type of activity at school;
3. Develop an implementation plan for each activity at school (objectives, metrics, facilities, teachers/facilitators, implementation and evaluation approaches);
4. Prepare supporting facilities for implementing character education programs in schools. (Fathurrohman, Suryana, and Fatriany 2017)

Didactical Design Research (DDR) is a new breakthrough as a learning innovation, especially regarding guidance in compiling complete learning, essential matters related to the learning process are included in lesson design. There are several simple steps that teachers must prepare as follows:

1. Analyze various knowledge about the material to be studied;
2. Develop a learning syllabus that will be developed in relation to the basic competencies that will be taught;
3. Develop learning objectives and learning instruments;
4. Arrange student learning flow;
5. Create a set of teaching materials and student learning assignments;
6. Make various predictions of student responses that arise during learning;
7. Anticipate various predictions of student responses that emerge; And
8. Develop didactic design. (Fauzi and Suryadi 2020)

As the focus of the discussion in this research is teacher competence in planning learning, including pedagogical competence, based on the Pedagogical Competency

Standards for Elementary/MI Class Teachers in Minister of Education and Culture Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Therefore, the author limits the core competencies of teachers as follows: 1) Mastery of student characteristics from physical, moral, social, cultural, emotional and intellectual aspects, and 2) Curriculum development related to subjects/development areas covered in affective learning planning. The elementary (SD/MI) teacher competency standards provide criteria regarding the qualifications of teachers' abilities, especially at the basic education level, so that they can manage learning well in accordance with the pedagogical competencies expected of every educator.

The abilities or competencies that must be carried out by teachers/educators in formulating affective learning in basic education are as follows:

Mastering The Characteristics of Students From Physical, Moral, Social, Cultural, Emotional and Intellectual Aspects

Recognizing students as learning subjects with their respective characteristics is very important as a consideration in determining various learning components. In (Ratumanan and Rosmiati 2019) stated that analysis of student characteristics will provide adequate information for educators to create more appropriate learning designs for more effective learning. Analysis of students includes knowing the general characteristics, talents and interests, motivation, intelligence, learning styles and initial abilities of students. The following is a table of Pedagogical Competency Standards for Elementary/MI Class Teachers in Minister of Education and Culture Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies regarding the competency to master the following student characteristics:

Table. 1

Pedagogical Competence Standards for Elementary Class Teachers

No.	Teacher Core Competencies	Elementary Teacher Competencies
1	Mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects.	1.1 Understand the characteristics of elementary school age students relating to physical, intellectual, social emotional, moral, spiritual and socio-cultural background aspects. 1.2 Identify the potential of elementary school age students in five subjects. 1.3 Identify the initial abilities of elementary school age students in five elementary subjects. 1.4 Identify the difficulties of elementary school age participants in five elementary subjects.

A teacher or educator must master the characteristics of students, be able to identify potential, initial abilities and learning difficulties of students as indicators of the teacher's competency. In Permendikbudristek No. 16 of 2022 concerning Process Standards for Early Childhood Education, Primary Education and Secondary Education, mandates that one of the learning components, namely learning strategies designed to provide a quality learning experience, is implemented by taking into account the characteristics of students, which includes: a. age and level of development; b. previous level of ability; c. physical and psychological conditions; and D. students' family background.

Students (children) at the basic education level, namely SD/MI or equivalent, have different characteristics and needs from students (teenagers) at the middle and upper education levels. Likewise, each individual student at the basic education level has its own characteristics according to the personality of each child. So, before planning learning, an educator/teacher must analyze the needs of students first, to obtain information or data on various aspects of students that are needed as material for consideration in determining learning components. This information can be obtained through the process of observing/directly observing behavior/attitudes, interviews with children or people around them, direct approaches to students, and so on.

In (Nugraha et al. 2020) physically, the characteristics of elementary school age children are: a) Likes to play; b) Likes to move; c) Enjoys group activities. From a psychological aspect, one of the characteristics of elementary school age children is cognitive/intellectual development. The age between 7 – 11 years is the concrete operations phase with behavioral characteristics of solving concrete problems, starting to understand relationships such as size, understanding right and left (layout/position), and being aware of people's points of view.

The results of research (Surahmi et al. 2022) based on questionnaire data with respondents being elementary school teachers around West Java, Indonesia totaling 50 people regarding mastering student characteristics, it is known that the majority of teachers (54%) always pay attention to the characteristics of students they know when formulating learning activities to be delivered. Apart from formulating learning activities, half of the teachers (54%) delivered material according to the characteristics of the students. This research shows that teachers' awareness in mastering student characteristics as a basis for learning management is quite good because the percentage of results is more than 50%,

although it is hoped that it can be more than that figure if supported by various other factors.

Develop a Curriculum Related to The Subject/Field of Development Taught

The competencies of elementary class teachers related to curriculum development include the teacher's ability to determine objectives, learning experiences, materials and evaluation/assessment of learning.

Determine Learning Objectives with Operational Verbs (KKO)

A goal is something that is planned at the beginning and becomes an achievement at the end. Formulate affective learning objectives, namely internalizing them by writing down the values to be achieved in the RPP (Lesson Plan) using Operational Verbs (KKO), so that these values can be observed (seen by the five senses) and measured (assessed). As in Permendikbudristek No. 16 of 2022 concerning Process Standards in Early Childhood Education, Primary Education and Secondary Education levels that the learning outcomes that are the learning objectives of a learning unit are a set of competencies and scope of learning material that is in accordance with the Education Unit curriculum.

The goal formulations are often formulated in expressions with a high level of abstraction making them somewhat difficult to achieve. Goal formulations that still have many interpretations, for example understanding the importance of healthy living for students, respecting someone's opinion in a discussion, knowing the principles, and so on, cause difficulties for the teacher himself to achieve the goal (Setyosari 2020). Learning objectives in each basic competency in the affective domain in any subject (material/teaching materials) can be formulated using operational verbs. So a teacher must have the will and ability to choose operational verbs that are appropriate and in accordance with the material needs of each lesson. The use of non-operational verbs will make it difficult for teachers to assess the achievement of competency indicators and learning objectives. Non-operational verbs usually require other verbs so that they can be observed and measured. Examples of non-operational verbs include: know, comprehend, understand, feel, believe, master, and so on. Thus the use of non-operational verbs must be avoided in formulating the achievement of competency indicators and learning objectives.

The following are operational verbs in the affective domain that can be formulated in indicators of competency achievement and learning objectives in the affective domain in the RPP:

Table. 2
Affective Domain Operational Verbs

Level	Operational Verbs (KKO)
Receiving	Asking, Selecting, Following, Answering, Continuing, Giving, Stating, Putting
Responding	Carry out, Help, Offer, Welcome, Come, Bring, Donate, Assist, Adapt, Express agreement/rejection.
Valuing	Carrying out, Expressing an opinion, Taking the initiative, Participating, Defending, Following, Joining, Rejecting, Inviting, Proposing, Guiding, Justifying.
Organization	Integrating, Relating, Arranging, Maintaining, Arranging, Changing/modifying, Refining, Comparing, Adhering to, Adjusting,
Characterization by a value or a value complex	Declaring, Demonstrating, Acting, Proving, Showing, Practicing, Serving, Resigning, Defending Considering, Questioning, Solving.

The use of operational verbs conveys the understanding that goals must be specific, concrete and measurable. Specific means typical, does not contain multiple or confusing interpretations. Concrete means not abstract and observable. Measurable means that competence can be measured from its symptoms, so that measuring instruments can be determined, how to carry out the measurements, and how to interpret the results (Suparman 2014). In the Minister of Education and Culture of the Republic of Indonesia Regulation No. 81a of 2013 concerning Curriculum Implementation states that indirect learning is an educational process that occurs during the direct learning process but is not designed as a special activity. Indirect learning is concerned with the development of values and attitudes. In contrast to knowledge about values and attitudes carried out in the direct learning process by certain subjects, attitude development as a process of developing morals and behavior is carried out by all subjects and in every activity that occurs in the classroom, school and community. Both direct learning and indirect learning occur in an integrated and not separate manner.

Although competence in the affective domain (spiritual KD-1 and social KD-2) is developed indirectly by internalizing affective domain values into knowledge (KD-3) and skills (KD-4) activities, it is best to formulate learning objectives. include learning objectives in the affective domain in accordance with KD-1 and KD-2, so that the focus of the values to be aimed at is clear and directed in accordance with the material/teaching material requirements for each lesson. Also remembering that there are many general affective values which are everyday character values and specific affective values which are

the goals of each subject/field of study. Meanwhile, for subjects that do not have KD in KI-1 and KI-2 (affective domain), they are not taught directly (indirect teaching) but have an accompanying impact (nurturant effect) from KD learning in KI-3 (cognitive domain) and KD. on KI-4 (psychomotor domain).

Developing Affective Types of Material

Learning materials in Permendikbudristek No. 22 of 2016 concerning Primary and Secondary Education Process Standards contains relevant facts, concepts, principles and procedures, and is written in item form according to the formulation of competency achievement indicators. Material or teaching materials are related to what will be conveyed to students. Basic Competencies (KD) are the main material that is developed by looking at the breadth, depth and type of material to be taught. In developing learning materials, including cognitive, affective and psychomotor materials, educators can consider the type of affective material that must be included in the description of the learning materials. There are five levels of competency at the affective domain level, understanding at each level can be developed into affective material as in the table below:

Table 3
Affective Domain Level

Level	Definition
Receiving	Willingness to be aware of the existence of a phenomenon in the environment. In teaching the form takes the form of getting attention, maintaining it and directing it.
Responding	Providing reactions to phenomena in their environment, including: approval, willingness and satisfaction in providing responses.
Valuing	Relating to the price or value applied to an object, phenomenon, or behavior. Judgment is based on the internalization of a certain set of values which are expressed in behavior.
Organization	Integrating different values, resolving conflicts between them, and forming a consistent value system.
Characterization by a value or a value complex	Has a value system that controls his behavior so that it becomes a characteristic of his lifestyle.

Attitude or value type teaching materials are learning materials relating to scientific attitudes, including: (Prastowo 2015)

1. Togetherness values, being able to work in groups with other people of different ethnicities, religions and social strata;

2. The value of honesty, being able to be honest in carrying out observations, experiments, not manipulating observational data;
3. The value of love, does not discriminate between people who have different characters and socio-economic abilities, all of God's creatures;
4. Helping, wanting to help other people in need without asking or expecting anything in return;
5. Enthusiasm and interest in learning, having enthusiasm, interest and curiosity;
6. Passion for work, have the feeling to work hard, study hard;
7. Willing to accept other people's opinions, be humble, not allergic to criticism, be aware of one's mistakes so that suggestions from friends/others can be accepted and not hurt.

For subjects that are oriented to the affective domain (eg: Islamic Education, Social Sciences, Pancasila Education) it will be easier to develop affective learning materials, but for subjects that emphasize cognitive or psychomotor aspects (eg: Mathematics, Indonesian, etc.), then the assignment a teacher must be able to formulate affective values in the learning design. In essence, all learning processes in each subject (material) can be formulated with affective values directly or indirectly.

Internalize Affective Values in Learning Experiences or Learning Method Steps

In Permendikbudristek No. 16 of 2022 concerning Process Standards for Early Childhood, Primary Education and Secondary Education, states that the way to achieve learning objectives as intended in Article 3 paragraph (1) letter b is carried out through learning strategies designed to provide a quality learning experience, implemented by: a) Provide opportunities to apply material to real problems or contexts; b) Encourage interaction and active participation of students; c) Optimizing the use of available resources within the Education Unit and/or within the community; and/or d) Using information and communication technology devices.

Considerations that need to be taken into account in selecting learning experiences that need to be formulated in learning planning are as follows:

1. Competency oriented. To achieve each competency, of course, different learning experiences are needed. For example, achieving attitudinal competency requires learning experiences in the form of habituation, role modeling, application of learning in cooperative settings, and so on;
2. Suitability to the characteristics of the learning material.

3. Pay attention to the characteristics of students.
4. Optimal student involvement.
5. Accommodate realistic contexts.
6. Availability of learning resources.
7. Time allocation. (Ratumanan and Rosmiati 2019)

Silberman in his book *Active Learning: 101 Active Learning Strategies* has sorted out various effective and efficient learning strategies to achieve learning goals. Strategies according to the stages of learning activities are divided into three parts, namely: 1) Learning strategies to activate students from the start; 2) Group learning strategies to help students gain knowledge, skills, and attitudes/behavior; and 3) Group of strategies for learning to end learning activities meaningfully and not easily forget containing ways to conclude a class. Meanwhile, according to the learning objectives, strategies for each type of learning objective (domain) are: 1) Strategies to help students to gain knowledge, 2) Strategies to help students to test their feelings, values and behavior (attitudinal competence), namely: Seeing How It Is, Billboard Ranking (ranking board), What? So What? Now What? (reflection of experience), Active Self-Assessment (active self-assessment), and Role Models (Role Figures); and 3) Strategies help students to learn and practice skills. (Prastowo 2015). Based on research results (Alifah 2019), it can be seen that affective learning strategies can be done through habituation and modeling patterns. Meanwhile, the affective learning strategy model uses a consideration model, a cognitive development model, value clarification techniques, cognitive moral development, and a non-directive model.

In planning affective learning, adapting the learning experience to activities that reflect the level of the affective domain (acceptance, participation, assessment, organization and value characterization) is very important. Likewise, determining a learning method with character, although the application of various types of learning methods can be selected and used as long as it is in accordance with the principles of selecting the method. However, the most important thing is that in designing learning method steps, activities/activities that reflect the affective domain can be internalized, so that affective learning experiences can be realized in learning. Including the character values to be achieved in the learning method steps that will be applied is an alternative affective learning design.

Choose the Right Type of Affective Evaluation/Assessment

Learning evaluation or assessment is an effort to collect data or information about students' learning development in the aspects of knowledge, attitudes and skills. As in Permendikbudristek No. 16 of 2022 concerning Process Standards for Early Childhood, Primary Education and Secondary Education, states that the way to assess the achievement of learning objectives is carried out by educators using various techniques and/or assessment instruments that are appropriate to the learning objectives. Based on the statement above, choosing the type/technique and form of learning assessment instrument must be adjusted to the learning objectives, as well as using various forms of assessment according to assessment needs.

Based on Decree of the Director General of Education No. 5161 of 2018 concerning Technical Instructions for Assessment of Learning Outcomes at Madrasah Ibtidaiyah that the Assessment is directed at measuring the achievement of basic competencies (KD) in Core Competencies (KI), namely KI-1, KI-2, KI-3, and KI-4. Using authentic assessment is the process of collecting and processing information to measure the achievement of student learning outcomes carried out comprehensively which includes the domains of spiritual attitudes, social attitudes, knowledge and skills. The following targets for assessing learning outcomes by educators in the realm of spiritual attitudes and social attitudes are as follows: (Mudlofir and Rusydiyah 2019)

Table 4
Targets for Assessment of Spiritual Attitudes and Social Attitudes

Attitude Levels	Description
Receive value	Willingness to accept a value and pay attention to that value;
Respond to value	Willingness to answer a value and there is a sense of satisfaction in discussing that value;
2Appreciate value	Consider the value good; like the value; and commitment to those values;
Living up to values	Include these values as part of his/her value system;
Practice values	Develop these values as a characteristic of oneself in thinking, speaking, communicating and acting (character).

Affective domain assessment is an important tool in education to measure and understand students' emotional aspects and attitudes. In developing the affective domain of students in elementary schools, teachers face several obstacles, including that the assessment of the affective domain can be more subjective and difficult to measure

compared to the assessment of the cognitive domain. Teachers may face difficulties in objectively assessing students' affective development. The solution is to use various assessment methods, such as direct observation, student reflection, emotional journals, or portfolios of student work. Teachers can also involve students in the assessment process by giving them the opportunity to reflect and evaluate their own affective development (Hasanah, Darwisa, and Zuhriyah 2023). Affective education assessment can be done by: (Mudlofir and Rusydiyah 2019)

1. Includes assessment: attitudes, behavior, interests, emotions and motivation, cooperation, coordination of each student;
2. Carried out through continuous direct observation and interaction. In general, it is carried out non-exam by knowing which students are trustworthy, disciplined and interested in learning;
3. Any information obtained is collected and stored as a reference in the next assessment;
4. Affective assessment is divided into general affective assessment (character) and affective assessment per subject.

Based on the learning objectives, learning assessments are also adjusted to three domains of achievement, namely cognitive, affective and psychomotor. So the type of assessment chosen must also be in accordance with the type of learning objectives. In (Mudlofir and Rusydiyah 2019) there are several methods that can be used to assess students' attitudes, including: observation, self-assessment, peer assessment, and journal assessment (anecdotal record). The instruments used include: a checklist or rating scale accompanied by a rubric, the final results of which are calculated based on the mode.

Before determining the type or technique of affective assessment that will be used by the teacher, it is necessary to consider the affective values that appear in KD 1 and KD 2 for each subject. This suitability is important, because it focuses on the affective values that will be internalized in learning and the affective values that will be evaluated at the end of learning in an effort to collect data on the development of students' affective aspects.

CONCLUSION

Affective is related to a person's values, while attitudes or behavior are a reflection of values. Bringing up values in students requires a planned educational process, both in the family, school and community environments. Based on the results of research that has

been conducted, the pedagogical competence of teachers/educators related to the ability to plan learning, especially in the affective domain, is very important. Efforts that teachers can make are by increasing awareness/willingness and ability to develop learning components such as being able to formulate objectives, teaching materials or materials, learning methods or experiences, and evaluating/assessing learning in the affective domain by internalizing the character values therein. Likewise, the development and achievement of learning components in the cognitive and psychomotor domains because in essence these three domains are closely related and complementary. So it is hoped that the implementation of learning will be more focused and easier to achieve national education goals.

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