

## TEACHER STRATEGIES FOR ADDRESSING STUDENTS' AFFECTIVE LEARNING DIFFICULTIES IN ISLAMIC RELIGIOUS EDUCATION AT SCHOOL

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**Abstrak:** Penelitian ini bertujuan untuk menganalisis strategi guru dalam mengatasi kesulitan belajar peserta didik pada ranah afektif dalam pembelajaran Pendidikan Agama Islam di SMP Negeri 04 Tanjung Raja. Permasalahan yang ditemukan meliputi rendahnya minat dan motivasi belajar, kurangnya disiplin, lemahnya perhatian, serta kesulitan peserta didik dalam menginternalisasi nilai-nilai keagamaan ke dalam perilaku sehari-hari. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah, wakil kepala sekolah bidang kurikulum, guru, peserta didik, dan orang tua. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa kesulitan belajar afektif dipengaruhi oleh faktor internal, seperti motivasi belajar yang rendah, kelelahan fisik, dan perbedaan kemampuan peserta didik, serta faktor eksternal, seperti metode pembelajaran yang monoton, keterbatasan sarana pembelajaran, dan minimnya dukungan keluarga. Untuk mengatasi permasalahan tersebut, guru menerapkan strategi pemberian motivasi, pendekatan individual, penggunaan metode pembelajaran yang bervariasi, penciptaan suasana kelas yang kondusif, serta evaluasi pembelajaran secara berkelanjutan. Strategi ini berkontribusi positif dalam meningkatkan sikap, tanggung jawab, dan keterlibatan peserta didik dalam pembelajaran Pendidikan Agama Islam.

**Kata Kunci:** Pembelajaran Afektif, Pendidikan Islam, Kesulitan Belajar

**Abstract:** This study aims to analyze teachers' strategies in overcoming students' learning difficulties in the affective domain in Islamic Religious Education at SMP Negeri 04 Tanjung Raja. The problems found include low interest and motivation to learn, lack of discipline, poor attention, and students' difficulties in internalizing religious values into their daily behavior. This study used a descriptive qualitative method with data collection techniques in the form of interviews, observations, and documentation involving the principal, vice principal for curriculum, teachers, students, and parents. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing and verification. The results show that affective learning difficulties are influenced by internal factors, such as low learning motivation, physical fatigue, and differences in student abilities, as well as external factors, such as monotonous learning methods, limited learning facilities, and minimal family support. To overcome these problems, teachers implemented strategies such as providing motivation, individualized approaches, using varied learning methods, creating a conducive classroom atmosphere, and conducting continuous learning evaluations. These strategies contributed positively to improving students' attitudes, responsibility, and involvement in Islamic Religious Education learning.

**Keywords:** Affective Learning, Islamic Education, Learning Difficulties

## INTRODUCTION

Education is a conscious and planned process aimed at developing the full potential of students to become people of faith, knowledge, piety, and noble character. In the context of Indonesian national education, Islamic Religious Education occupies a strategic position because it not only functions as a transfer of religious knowledge but also as a means of shaping the character and religious personality of students. Historically, Islamic education has been the main foundation of civilization since the first revelation was sent down to the Prophet Muhammad in the Cave of Hira, when the Angel Jibril commanded him to read as stated in Surah Al-'Alaq verses 1–5 (Avicena & Azizah, 2024). This revelation emphasizes that education is a fundamental pillar in building civilized individuals and societies. Al-Nahlawi views Islamic education as a process of regulating individuals and societies so that they are able to practice Islamic teachings logically and correctly in their personal and social lives (Istiqamah et al., 2022), while Chairul Anwar emphasizes Islamic education as a process of humanizing humans. Thus, Islamic Religious Education can be understood as a systematic effort to develop the intellectual, emotional, and behavioral potential of students in a balanced manner based on noble Islamic values (Tsaqinah et al., 2025).

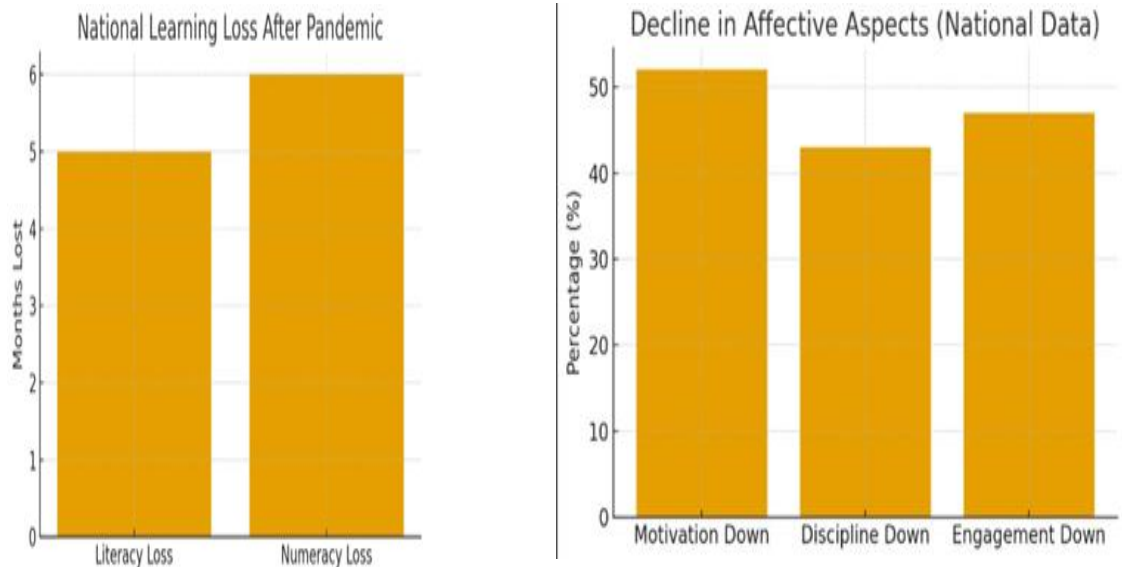
However, the reality of learning in schools shows that the success of education, including Islamic Religious Education, still tends to be measured solely by cognitive achievements, such as the ability to

memorize verses, understand fiqh concepts, or answer exam questions. Indriani et al. (2024) emphasize that the practice of Islamic Religious Education has so far focused more on knowledge and memorization without being balanced by the development of the affective and psychomotor domains, so that learning has not been fully able to shape the morals and religious behavior of students. In fact, the main objective of Islamic Religious Education is not only to provide religious knowledge, but also to instill Islamic values so that they are internalized in daily attitudes and actions (Alfarisi et al., 2022; Najwa Habiebah, 2024; Hapsari et al., 2025). This imbalance has led to the phenomenon of students who are academically competent but whose behavior does not reflect Islamic values such as discipline, honesty, responsibility, and politeness.

This condition is exacerbated by the post-pandemic impact, which has triggered *learning loss* in various areas of learning, not only in cognitive aspects but also significantly affecting students' affective domains. The shift from face-to-face to distance learning for a relatively long period has led to reduced social interaction, weak learning control, and decreased teacher guidance on students' attitudes and values. As a result, learning motivation has declined, discipline in participating in learning activities has weakened, and students' active involvement in the learning process has decreased. In many educational units, this condition is evident in the form of apathy, low academic responsibility, and a decline in concern for school rules and norms. This phenomenon shows that post-pandemic

*learning loss* not only affects academic achievement but also causes serious

problems in the formation of students' character and religious attitudes.



**Figure 1.** Learning Loss and Decline in Students' Affective Domain in Indonesia

The figure shows national data on the decline in students' learning abilities, both in cognitive and affective aspects, after the pandemic. This data indicates that learning loss not only affects academic knowledge but also attitudes, motivation, and values that should be formed through the educational process. In the context of Islamic Religious Education, this phenomenon poses a major challenge because the weakening of the affective domain has a direct implication on the decline in the quality of internalization of religious values.

This fact shows that Islamic Religious Education has not fully achieved its objectives as mandated in Article 29 paragraph (2) of the 1945 Constitution and Article 12 paragraph (1a) of Law Number 20 of 2003 concerning the National Education System, which affirms the right of every student to receive religious education in accordance with their beliefs and taught by

educators of the same religion. The failure to achieve these objectives indicates that there are obstacles in the implementation of religious education, particularly in terms of instilling values. Mansur and Nursikin (2025) emphasize that religious education should not stop at imparting knowledge, but should be oriented towards character building, strengthening religious character, and practicing religious values in real life. Therefore, the weak achievement in the affective domain in Islamic Religious Education learning requires strengthening the role of teachers as the main actors in the process of value education.

Learning difficulties in the affective domain are not always apparent in the form of low academic grades, but are reflected in the attitudes and behaviors of students who do not yet reflect spiritual understanding and appreciation. Krathwohl et al. (1964) argue that the affective domain encompasses five

levels, namely receiving, responding, valuing, organizing, and characterization by value. If Islamic Religious Education is not designed to foster these five aspects, students tend to only understand Islamic teachings theoretically without being able to internalize them emotionally and morally. This is in line with the views of Bloom and Krathwohl (1996), who emphasize the importance of integrating the cognitive and affective domains in the learning process so that values can be internalized meaningfully. Thus, Islamic Religious Education learning needs to be designed comprehensively so that it can bring Islamic teachings to life in the attitudes and actions of students (Tsani et al., 2022; Sartika, 2025).

In this context, Islamic Religious Education teachers play a central role in overcoming students' learning difficulties in the affective domain. Teachers not only function as conveyors of knowledge but also as spiritual guides and role models (*uswah hasanah*) for students. The role of teachers as mentors and role models who demonstrate discipline, respect, and fairness greatly influences the character formation of students (Hardiyanti, 2016; Junedi & Wahidin, 2022; Lisapaly et al., 2025). Therefore, teachers are required to be able to design and implement learning strategies that are not only oriented towards academic achievement but also towards the development of attitudes and values.

Various learning strategies can be applied to overcome affective learning difficulties, such as exemplary behavior, habitual worship, a personal approach, religious motivation, creating a conducive

classroom atmosphere, and using varied learning methods. Vygotsky (1978) emphasized that meaningful social interaction between teachers and students plays an important role in shaping attitudes and values. Therefore, Islamic Religious Education must be carried out in a dialogical, humanistic, and exemplary atmosphere so that religious values can be strongly instilled.

In addition to the role of teachers, environmental factors also contribute to learning difficulties in the affective domain. Lack of family support, unhealthy social circles, and the increasingly widespread influence of social media have the potential to shift students' moral and religious values (Benson, 2013; Desmita, 2021; Muhliawati, 2023; Qi et al., 2024). A family environment that lacks role models and spiritual attention can hinder the formation of religious attitudes, while the influence of peers and social media can reinforce behaviors that contradict Islamic values.

Previous studies have discussed teachers' strategies in overcoming learning difficulties, but most of them still focus on the cognitive domain. In fact, problems in the affective domain have a long-term impact on the character formation of students. Effective Islamic Religious Education in the affective domain has been proven to have a positive and lasting influence on students' religious attitudes and behavior (Nisa et al., 2024; Tanzila & Anjelia, 2025). Therefore, research that specifically examines teachers' strategies in overcoming affective learning difficulties is important and relevant.

Based on this description, this study focuses on teachers' strategies in overcoming students' learning difficulties in the affective domain in Islamic Religious Education at SMP Negeri 04 Tanjung Raja. This study aims to identify the forms of affective learning difficulties experienced by students, the strategies applied by teachers to overcome them, and the factors that support and hinder the success of these strategies. The results of this study are expected to provide theoretical and practical contributions to the development of Islamic Religious Education learning, particularly in strengthening the affective domain of students.

## **METHOD**

This study used a qualitative method with a descriptive approach that aimed to describe in depth the strategies used by teachers to overcome students' learning difficulties in the affective domain at SMP Negeri 04 Tanjung Raja, North Lampung. The qualitative approach was chosen because it allowed the researcher to understand the learning phenomenon holistically, contextually, and naturally in accordance with the actual conditions in the field. In this study, the researcher acted as a key instrument who was directly involved in the process of collecting, processing, and analyzing data, so that they were able to capture the meaning behind the actions, attitudes, and interactions that occurred in the learning process.

The descriptive qualitative method was considered appropriate for exploring learning issues in the classroom, especially

those related to the affective domain, because this domain is subjective and closely related to the attitudes, values, motivation, and behavior of students. The data collection techniques used included in-depth interviews, participatory observation, and documentation studies. Interviews were conducted to explore the views, experiences, and strategies applied by teachers, while observations were used to directly observe learning practices and teacher-student interactions in the classroom. Document analysis complemented the data by examining school policies, learning tools, and affective assessment records (Maulana et al., 2025).

Qualitative research results emphasize the interpretation of the phenomenon being studied rather than attempting to generalize the findings. Therefore, this study focuses on a deep understanding of the meaning of teachers' actions and strategies in the context of a particular school's social and cultural environment, allowing contextual nuances and lived experiences to be carefully explored and meaningfully interpreted. This study involved 16 informants from various stakeholders, namely the principal, vice principal for curriculum, teachers, students, and parents of students. The diversity of informants aims to obtain comprehensive and complementary perspectives on teachers' efforts to overcome students' learning difficulties in the affective domain. The distribution of informants is presented based on role, gender, and age range as shown in Table 1.

**Table 1.** Research Informants

Informants	Number	Age	M	F	Role in Research
Principal	1	45–50	1	–	Provides explanations regarding school policies and support in helping PAI teachers overcome difficulties in teaching affective learning, including character building and religious activities.
Deputy Principal (Curriculum)	1	40–45	1	–	Explaining the integration of affective domain assessment in Islamic Religious Education learning.
Class Teacher / Islamic Education Teacher	2	40–45	2	–	Conveying teacher strategies in overcoming affective learning difficulties through exemplary behavior, habit formation, and motivation.
Students	7	16–18	3	4	Sharing learning experiences and challenges encountered in Islamic Religious Education.
Parents of Students	4	40–45	2	2	Explain the forms of support and cooperation with teachers in character building and affective attitudes of children.
<b>Total</b>	<b>16</b>	<b>–</b>	<b>9</b>	<b>6</b>	<b>–</b>

Data collection in this study was conducted through three main techniques, namely interviews, observation, and documentation, in order to obtain comprehensive and in-depth data. The interviews used were semi-structured with a duration of 30–45 minutes. This technique was chosen so that researchers had the flexibility to develop questions based on the informants' responses, while still adhering to the focus of the research. Through interviews, researchers explored information about teachers' experiences, views, and strategies in overcoming students' learning difficulties in the affective domain, as well as obtaining perspectives from schools, students, and parents.

Observations were conducted to directly observe the learning process in the

classroom, particularly the interaction between teachers and students, the learning atmosphere, and the application of learning strategies related to the development of affective attitudes and behaviours. These observations allowed the researchers to obtain factual data that was not always revealed through interviews. Meanwhile, documentation was used to supplement the data through a review of institutional school documents, such as school profiles, learning tools, character building programs, and records of students' affective assessments.

Data analysis was carried out in stages and continuously, starting with data reduction to sort and focus on information relevant to the research objectives. Next, the data was presented in the form of descriptive narratives and tables for easy understanding. The final

stage was drawing conclusions and verification, which was carried out continuously to ensure the validity and consistency of the research findings.

## RESULTS AND DISCUSSION

This research was conducted at State Junior High School 4 Tanjung Raja, located in Karang Waringin Village, Tanjung Raja District, North Lampung Regency. This school has a strategic location because it is the only junior high school serving the Way Gendot area, which covers five villages, namely Karang Waringin Village, Sukamulya Village, Jaya Asih Village, Cirebon Village, and Sukasari Village. The school's location in the middle of a residential area makes it easy for the surrounding community to access educational services for their children. State Junior High School 4 Tanjung Raja has been accredited with a B rating and is supported by a number of learning rooms and support rooms for educators and the principal.

Students at Tanjung Raja State Junior High School 4 are accepted through a registration process, administrative selection, and interviews. In the eighth grade, students are divided into three study groups, namely eighth grade A, eighth grade B, and eighth grade C, with an average of twenty-six to thirty students in each class. The same applies to the seventh and ninth grades, which each consist of three study groups. School facilities and infrastructure include the principal's office, guidance and counseling room, teachers' room, student classrooms, administration room, computer room, multipurpose room, toilet facilities,

and a mosque.

The Operational Curriculum of Tanjung Raja 4 Public Junior High School is designed as a guideline for conducting learning activities. This curriculum was developed with reference to nationally established Learning Outcomes and is implemented through a Learning Objectives Flowchart. The curriculum accommodates the needs of students in developing 21st-century skills, which include strengthening character education, literacy, creative thinking, critical thinking, communication, collaboration, and higher-order thinking skills.

However, the school still faces several limitations, particularly in terms of facilities to support the development of students' potential and skills, such as the lack of soccer and volleyball fields that meet national education standards, as well as the suboptimal use of land for the development of skills in agriculture and fisheries. Nevertheless, these limitations do not dampen the students' enthusiasm for learning, as reflected in their achievements in both academic and non-academic fields.

### Students' Learning Difficulties in Islamic Religious Education

Learning difficulties are conditions characterized by obstacles or disturbances in the process of achieving learning objectives, requiring students to make greater efforts to overcome them. Hamalik (2002) explains that learning difficulties include various obstacles or problems that can cause learning failure or at least hinder the development and progress of a person's learning process. This

view is in line with Didik and colleagues (2022), who state that learning difficulties occur when students are unable to learn optimally due to obstacles, disturbances, or pressures that affect the learning process. Thus, learning difficulties can be understood as conditions that prevent students from achieving optimal learning outcomes, especially in the affective domain, thereby requiring special attention and assistance.

Based on the results of learning observations, teachers began learning activities by reviewing previous material and asking students to collect assignments given in previous meetings. In practice, it was found that some students did not collect assignments for various reasons, such as forgetting or not understanding the assignments given. Meanwhile, most students were able to complete and submit their assignments as required. This condition shows that there are differences in the level of readiness and involvement of students in the learning process. These learning difficulties are influenced by several factors, including lack of focus, low interest and motivation to learn, differences in intellectual abilities, and diverse backgrounds of students.

The factors causing learning difficulties in the affective domain in Islamic Religious Education learning are complex and multidimensional. Islamic Religious Education learning not only emphasizes knowledge but also the formation of attitudes, values, and religious behavior. Difficulties in the affective domain often arise when students are unable to internalize Islamic values in their daily lives. In

addition, low motivation and interest in learning, lack of habit in performing worship, and minimal environmental support also contribute to these problems.

Interviews and observations of Islamic Religious Education teachers show that some students still experience learning difficulties in the affective domain, such as low interest in learning, lack of attention during lessons, sleepiness in class, leaving the classroom for no apparent reason, and not completing assigned tasks. This phenomenon indicates that students do not yet fully possess awareness, discipline, and responsibility towards the learning process, especially in applying Islamic values in the school environment.

### **Causes of Students' Learning Difficulties in the Affective Domain in Islamic Religious Education**

In the next stage, the researcher conducted observations and in-depth interviews to identify the causes of learning difficulties among students at Tanjung Raja 4 Public Junior High School. The results showed that students' learning difficulties in the affective domain in Islamic Religious Education learning were influenced by various factors, including low interest and motivation to learn, an unsupportive learning environment, limited personal approaches from educators, and the influence of modern social circles. The affective domain is closely related to students' attitudes, interest, motivation, and emotional responses during the learning process.

The affective domain has several levels that indicate the quality of students in

accepting, responding to, and appreciating the values of Islamic Religious Education. Gunawan and Palupi (2023) explain that the affective domain consists of five levels, namely willingness to accept, active participation, appreciation of values, organization of values, and formation of a stable character. Learning difficulties in the affective domain arise when students have not reached one or more of these levels, such as a lack of attention to the material, low involvement in learning, and the internalization of religious values in daily behavior. Based on these indicators, learning difficulties in the affective domain can be reviewed from internal and external factors.

### **Internal Factors**

Internal factors are factors that originate from within the student and influence the learning process. The results of the study show that students at Tanjung Raja 4 Public Junior High School experience learning difficulties in the form of low interest and motivation to learn, a lack of awareness of the importance of Islamic Religious Education, and differences in learning abilities between individuals. Based on the results of observations, it was found that students' behavior did not show much affective involvement, such as being sleepy during lessons, talking to classmates, not paying attention to the teacher's explanations, and delaying or not doing the assigned tasks. Some students consider Islamic Religious Education to be a boring subject, so it is not interesting to actively participate in.

In addition, the interview results show that the lack of attention and support from parents also affects the low learning

motivation of students. Support in the form of attention, encouragement, and role modeling from parents is essential to foster students' enthusiasm for learning and responsibility in applying Islamic values. In this context, teachers also have a strategic role as mentors at school who help students develop their potential, foster interest in learning, and overcome learning difficulties.

### **External Factors**

In addition to internal factors, students' learning difficulties are also influenced by external factors that originate outside of the students themselves, such as the role of teachers, the school environment, family, and the influence of peers. Teachers have an important role as learning facilitators who are responsible for creating a conducive and meaningful learning atmosphere. Based on observations, teachers at Tanjung Raja 4 Public Junior High School have delivered learning materials quite well, but they still predominantly use lecture methods. Learning that lacks variety tends to make students passive, easily bored, and less emotionally involved in the learning process.

Limited school facilities and infrastructure are also external factors that affect the learning process. The available learning facilities are still limited to blackboards, without the support of technology-based learning media that can increase student interest and participation. This condition has an impact on the limited variety of learning methods that can be applied by teachers, so that the learning process tends to be monotonous and less able to stimulate the affective development of students.

Based on the above explanation, it can be concluded that students' learning difficulties in the affective domain in Islamic Religious Education learning have a direct impact on students' attitudes, interests, motivation, and learning outcomes. The difficulties often experienced include a lack of attention to learning materials, low involvement in learning activities, and difficulties in understanding and memorizing the material presented. Therefore, collaborative efforts between teachers, schools, and parents are needed to create Islamic Religious Education learning that is more interesting, meaningful, and capable of fostering the internalization of Islamic values in the lives of students.

### **Teacher Strategies in Overcoming Students' Affective Learning Difficulties in Islamic Religious Education**

A strategy is a pattern or step that is consciously and deliberately designed to carry out an activity, both in the learning process and outside of learning activities. Strategies include setting goals and selecting the means to support the implementation of these activities. Thus, learning strategies can be understood as a procedure or approach used to assist students in the learning process, manage learning experiences, and organize and plan teaching materials so that the learning process can take place more effectively and efficiently in achieving the set goals. According to a business and management expert, the definition of strategy is divided into 5 definitions, namely strategy as a plan, strategy as a pattern, strategy as a position, strategy as a tactic, and finally strategy as a perspective. According to (Didik et al., 2022) , learning

strategy is an important component that encompasses the entire series of materials and learning producers designed to be used in an integrated manner by teachers and students during the learning process.

Given the differing characteristics of each learner, it is certainly not easy for a teacher to convey material in a way that can be quickly understood by learners. The learning environment also plays a major role in their learning process, because student development is greatly influenced by the conditions and situations around them. Therefore, in Islamic religious education, teachers are required to try their best and be as creative as possible so that students can understand the material well and be actively involved in the learning process.

One way to overcome students' learning difficulties is to provide a variety of textbooks and additional books in the library. Providing these facilities supports students' learning process so that educational goals can be achieved optimally. In addition, the arrangement of the classroom also plays an important role in creating a comfortable and conducive learning atmosphere. A good classroom environment will make it easier for students to digest and understand the material presented by the teacher.

Providing motivation to students is very important to increase their activity and interest in learning. For a teacher, providing motivation in learning can be said to be an obligation because motivation can make students aware of their role in the learning process. This is in line with (Hamzah et al., 2021) states that learning motivation is the force that drives students to carry out learning activities to achieve their desired goals.

Teachers need to provide motivation because it can foster enthusiasm and interest in learning among students.

Based on observations at SMP Negeri 4 Tanjung Raja, when students experience learning difficulties, teachers ask them which parts they find difficult and why. With this individual approach, it is hoped that students will not feel awkward or bored during class because they consider their teachers as learning partners. Thus, teachers can improve and also overcome students' learning difficulties, especially in the affective domain, which can occur due to internal and external factors. Therefore, teachers should not be indifferent in facing this problem because the success of students is also the success of teachers.

According to , learning difficulties are various obstacles or problems that can cause learning failure, or at least become factors that hinder the development and progress of a person's learning process. This is in line with Djamarah (2011), who states that learning difficulties are a condition in which students are unable to learn optimally due to various obstacles, disturbances, or pressures that affect the learning process. Therefore, it can be concluded that learning difficulties are problems that cause students to fail in achieving the predetermined learning process. In this case, the researcher focuses on students' learning difficulties in the affective domain. According to (Bloom, B. S., 1996) , the affective domain is related to a person's ability to receive, respond, value, organize, and internalize values (characterization by value). In line with the results of the researcher's field research, students at SMP Negeri 4 Tanjung Raja still experience difficulties in the affective

domain in Islamic religious education, such as getting bored easily when listening to material, lack of interest and motivation to learn, so that learning in the classroom appears to be less active. However, the learning difficulties experienced by students can still be overcome if students are serious in instilling awareness of the importance of Islamic religious education.

Therefore, students are required to develop a habit of reading, not only because it is a task, but because they realize that reading is necessary for their learning. In addition, teachers need to relate the material to the students' daily experiences so that they not only understand the content of the lesson, but also develop a sense of caring and an attitude of appreciating the benefits of this knowledge in their lives. Teachers can also involve students through group discussions or group work, not just to fulfill assignments, but to build mutual respect, cooperation, and a willingness to actively participate in the learning process.

This is in line with the opinion of which states that learning difficulties are basically symptoms that appear through various behavioral manifestations, either directly or indirectly. These behaviors are usually characterized by certain obstacles experienced by students. Differences in ability, awareness, interest, and the physical and social backgrounds of students result in learning achievements within a class not always being the same. Obstacles of a psychological or physiological nature can affect their learning process. These symptoms can appear in cognitive, motor, or affective aspects. Transformation is the appropriate way to solve educational problems.

In the affective domain, learning difficulties are not only demonstrated by weak mastery of material, but also by a lack of interest in learning, low motivation, passive attitudes, and unwillingness to participate in learning. This is in line with the opinions of which explain that the affective domain includes acceptance, response, appreciation, organization, and character formation; thus, disturbances in one stage can affect the overall learning process of students. 's opinion also supports this, stating that learning difficulties can arise due to internal factors such as students' interest, motivation, and attitude towards lessons. Students who lack interest in learning tend to exhibit avoidance behavior, lack of attention, and failure to complete tasks, which ultimately affects their learning outcomes. Based on this, learning difficulties in students can be observed through a lack of enthusiasm, low self-confidence, anxiety about lessons, and lack of involvement in classroom activities. All of these are indicators of learning difficulties in the affective domain. Below, the researcher explains further the forms of learning difficulties in students as seen from the affective factors found at SMP N 4 Tanjung Raja.

Physiological factors include a person's physical health. Fatigue and exhaustion are conditions that are not conducive for students to participate in learning activities. Health problems in both students and teachers can hinder the teaching and learning process and trigger learning difficulties. Students who are sick usually experience physical weakness so that their sensory and motor nerves do not function optimally, making it difficult for them to

respond well to learning stimuli. Conditions such as fatigue, drowsiness, dizziness, and loss of concentration cause students to be less enthusiastic about learning and affect their affective involvement in the classroom.

Psychological factors are also directly related to the affective domain, as they include aspects such as students' interests, motivation, emotions, and mental health. Intelligence and talent do influence academic ability, but learning difficulties often arise when students have low interest, a negative attitude toward learning, or unstable motivation. Students who lack interest tend to be passive, unresponsive to learning, and emotionally disengaged from the subject matter. This indicates a barrier to the affective aspect, which then impacts their learning process and outcomes.

In addition, socioeconomic conditions also affect students' affective aspects. In some cases, students have to help their parents after school, such as gardening, looking for grass for goats, or other household chores. These physical activities make them tired, so that when they attend classes the next day, they tend to be less focused, less responsive, and less enthusiastic. This physical fatigue then has an impact on the affective side, such as decreased motivation, emotional unpreparedness, and limited willingness to actively participate during the learning process. Thus, both physiological and psychological factors have a major influence on the affective domain of students. When physical and emotional conditions are not supportive, students tend to have difficulty showing attention, interest, and positive attitudes during learning activities.

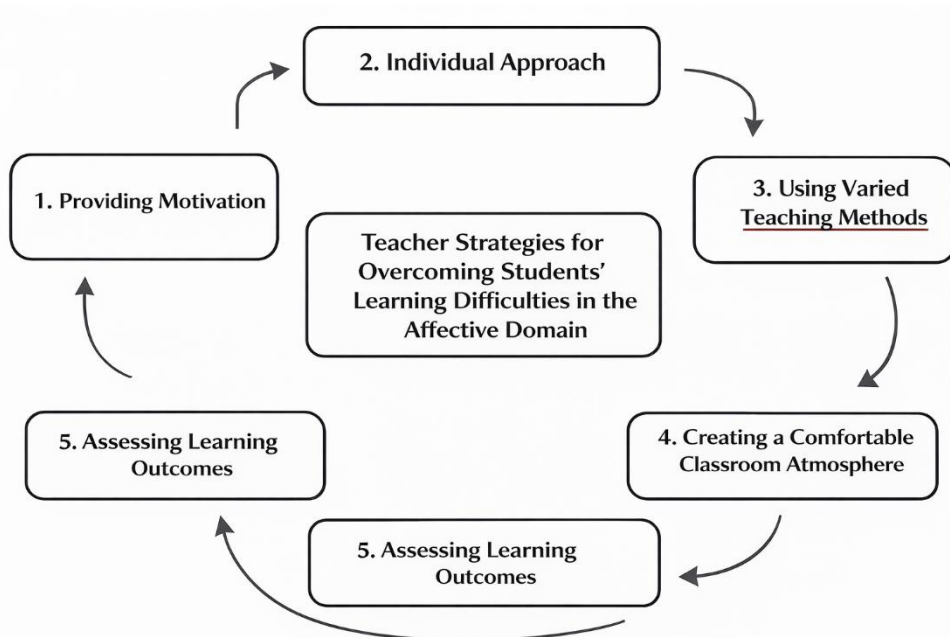
Based on interviews with Islamic education teachers and the researcher's observations in the classroom, psychological disturbances do indeed have an impact on learning and, if left unchecked, can hinder learning. Students who experience this will find it difficult to concentrate and will easily get sleepy during learning. From this psychological factor, students can easily feel dizzy, tired, and sleepy, thus disrupting learning. The affective domain should be balanced with the cognitive and psychomotor domains.

The strategies used by teachers in learning certainly have a significant impact on Islamic religious education. Strategies that are in line with the students' desires can increase their interest and motivation to understand, analyze, and implement them in their daily lives. Considering that Islamic religious education is not about the cognitive abilities of students but must be balanced with affective and psychomotor skills. To achieve this, learning must be interactive, inspiring, and

enjoyable. The message from the researcher is that ordinary teachers can convey information, good teachers can explain, and great teachers can inspire. Therefore, be a good teacher and be a great teacher so that you can motivate and provide sufficient space for students in the learning process.

To overcome students' learning difficulties in the affective domain in Islamic religious education at SMPN 04 Tanjung Raja, there are several strategies and learning methods used by teachers in the classroom, namely providing motivation, taking an individual approach, using varied learning methods, and creating a comfortable or conducive classroom atmosphere, as well as providing learning evaluations.

Based on the research results obtained, the teacher's strategy in overcoming students' learning difficulties in the affective domain in Islamic religious education can be described systematically as shown in the following diagram.



**Scheme 4. Stages of Teacher Strategies in Classroom Learning**

Based on the figure above, it can be explained that the teacher's strategy in overcoming students' learning difficulties in the affective domain includes several important steps. These strategies include providing motivation, applying an individual approach, using varied learning methods, creating a comfortable classroom atmosphere, and conducting learning evaluations.

### 1. Providing Motivation

Providing motivation plays a very important role because motivation serves as a driver for students' enthusiasm for learning. Motivation is a conscious effort to move, direct, and maintain a person's behavior so that they achieve certain goals or results (Siregar et al., 2020) . With motivation, students' enthusiasm and excitement for learning will increase so that they pay more attention to their achievements and mastery of knowledge. In the process of providing motivation, teachers need to avoid monotonous and boring activities because to increase student motivation, teachers must be able to think creatively to bring out the cognitive, affective, and psychomotor abilities of students Mayzura et al., (2025) . Teachers must also be able to foster a spirit of learning by providing realistic expectations, giving rewards or positive encouragement, and directing students' behavior toward things that support the achievement of learning objectives.

### 2. Applying an Individual Approach

Islamic education teachers at SMP Negeri 04 Tanjung Raja apply an individual approach in the learning process. This approach is intended to make it easier for

teachers to understand and overcome the problems experienced by students (Shemshack & Spector, 2020) . An individual approach is a learning process for each student to explore each lesson and build self-confidence (Gardner, 2011) . Any form of obstacle or conflict that arises must be resolved first so that the students' emotional state becomes calmer and their minds clearer when participating in learning. Thus, the students' concentration and mental readiness to learn can increase, thereby supporting the success of learning in the affective domain.

### 3. Using Varied Learning Methods

Teachers need to apply varied learning methods to avoid a monotonous and boring learning atmosphere. When learning is carried out in the same way continuously, students tend to feel bored and lose interest in following lessons (Anggraini & Subrata, n.d. 2024) . Therefore, the application of various methods is an important strategy for teachers in overcoming students' learning difficulties in the affective domain. Interesting and interactive learning methods can foster enthusiasm, enjoyment, and a positive attitude towards the subject . With increased interest and motivation, students will be more enthusiastic in participating in learning activities and show positive development in the affective domain.

### 4. Creating a Comfortable Classroom Atmosphere

Based on the results of the research conducted, the first step taken by PAI teachers at SMP Negeri 04 Tanjung Raja was to create a conducive classroom atmosphere at the start of the lesson. Teachers tried to organize the classroom environment so that

it was clean, tidy, and orderly, so that students felt comfortable and happy in the learning process. This is in line with the statement from (Cheline Nismeta Rotua Mendrofa, Eko Kuntarto, 2025) that teachers play a role as educators and managers of the classroom atmosphere. Thus, these conditions affect affective domain development, as students become more enthusiastic, motivated, and have a positive attitude in learning activities.

#### 5. Learning Evaluation

Teachers conduct learning evaluations at the end of the learning process as a form of assessment of students' success in understanding the material that has been delivered. Learning evaluation is a systematic process to measure the extent to which learning objectives have been achieved, in terms of students' knowledge, skills, and attitudes. According to , evaluation can be described as a sequential examination of various events or phenomena in learning. The main purpose of learning evaluation is to determine the effectiveness and efficiency of the teaching and learning process, which includes aspects such as objectives, material, methods, media, learning resources, and the learning system used. Through evaluation, teachers can assess not only the cognitive abilities of students but also their affective domain. Therefore, learning evaluation plays an important role in improving students' abilities in the affective domain, as students are motivated to demonstrate positive attitudes, enthusiasm for learning, and commitment to their studies.

## CONCLUSION

Overall, the results of this study confirm that the dynamics of students' learning difficulties in the affective domain in Islamic Religious Education at SMP Negeri 04 Tanjung Raja still occur, especially in relation to low interest, motivation, attention, and the inability to internalize religious values. The contributing factors originate from internal aspects such as a lack of learning awareness, physical fatigue, and differences in ability, as well as external factors such as monotonous lecture methods, limited learning facilities, and suboptimal family support. The strategies implemented by teachers, namely providing motivation, individualized approaches, varying learning methods, creating a comfortable classroom atmosphere, and continuous evaluation, have been proven to help increase student engagement and positive attitudes. The success of these strategies requires the support of school facilities and parental involvement. Further research is recommended to analyze the influence of the digital environment and peer groups on affective aspects in order to produce more comprehensive strategies.

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