

Affective Learning Strategy and Lecturers' Exemplary: Do They Affect in Shaping Scholars' Character?

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ABSTRACT

Factors affecting students' character are very various. This case needs a certain study that reveals several specific factors affecting students' character. The objective of this study is to analyze the influence of affective learning strategies and Lecturers' Exemplary on shaping students' character. The research uses quantitative methods with multiple regression research. The research population was all students of the Buddhist Religious Education Study Program, Raden Wijaya State Buddhist college, with the sample used being 33 students. Data collection techniques were carried out by questionnaires. The results of the analysis show that partially effective learning strategies have a significant positive effect in shaping students' character with a value of $\text{sig} < (p) 0.05$ or t obtained $> t$ table ($6,485 > 2,045$). There is a significant positive effect among lecturers' exemplary in shaping students' character with a value of $\text{sig} < (p) 0.05$ or t obtained $> t$ table ($5.566 > 2.045$). Moreover, affective learning strategies and lecturers' exemplary influence simultaneously shape students' character because of the value of $\text{sig} 0.00 < (p) 0.05$. Furthermore, the effect amounts to 94.2%, and 5.8% is influenced by other variables that have not been studied. The implication of this research is that lecturers should keep their attitude, utterance, and behaviour, especially in the class, because the students tend to imitate their lecturers.

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1. INTRODUCTION

Advanced education is education oriented towards students' future goals, where education guarantees students to have academic competence and non-academic competence. The community really hopes that education in Indonesia will contribute to advancing the nation, therefore, students must get quality and equitable education. Character values with noble character should be the primary goal in implementing education in Indonesia and are mandated to formal and non-formal educational institutions (Muali et al., 2021). Character education is very important for students, especially in this day

and age. Education emphasizes character that can animate the values of the Indonesian nation. The formation of character becomes so important, especially in the modern era and this technological era, where the behaviour of individuals experiences a lot of changes (Wicaksono, 2019). Forming a character is like carving on a gemstone or a hard iron surface. From there, then developed the understanding of character, which is interpreted as a special sign or pattern of behaviour. Moreover, by implementing affective learning strategy, the students will have high learning creativity. In this modern and globalisation era, creativity is a base need (Widodo, 2021). Indonesian students should not stay away or leave values that are well maintained in the community, especially the community where they come from (Darmayenti et al., 2021). However, the education that has taken place so far has not fulfilled all the expectations of society and the world of work, because there are still various regulations that are not in favour of the lower classes. Character education is convinced to afford to overcome cultural and behavioral states (Widiyasanti et al., 2018). In achieving the expectations, it does not necessarily only depend on cognitive abilities, but attitude skills play a very important role. By developing attitudes in following the learning process, students are more effective in understanding the learning material. The process of character building starts from determining personal characters that are equally expected to accumulate into character society and ultimately become the character of the nation (Nurhadi & Putra, 2020). Students' character can be observed on the class while the teaching and learning process is conducted.

Basically, learning is different from teaching. Teaching principally describes the activities of lecturers, while learning describes the activities of students. So through learning, there will be a process of developing religious morals, activities, and creativity of students through various interactions and learning experiences. The fact is in the classroom, during the learning process, there are still many students who do not have a serious attitude and do not appreciate the learning process, and there are even some students who are indifferent to their lecturers. In the learning process, not all students at the beginning of learning had a good attitude and were responsive to the lecturers and learning materials. It is known that shaping students' character occurs in a school or educational institution (Putriana et al., 2021). Shaping students' character should be examined through various learning strategies. One of those is affective learning strategy.

Through affective learning strategies, it is possible to shape the character of students who have a spirit of respect, appreciation, and high fighting power. To build character among students, especially in the campus environment, one cannot rely on only one or a few lecturers, but there is involvement from all parties, both leadership elements, all lecturers, education staff and stakeholders who have an interest in realizing character education because the involvement of all parties is part of the academic culture that must be instilled and developed so that high school graduates have different characteristics from other campus graduates. Previous studies about affective learning strategy have been accomplished. Principally cognitive and affective learning strategies can be conducted together, which indeed afford to improve students' awareness in accomplishing the assignment, moreover, this strategy affords to improve students' management skills and increase students' belief on the class (Kiener et al., 2011). This statement shows that affective learning strategy relates directly to the students' character. In terms of medical sciences, affective learning strategy proves to improve students' social justice and personal values (Hummel & Gyskiewicz, 2016).

Character education always relates to students' character (Hidayati et al., 2019; Yuliana et al., 2021). Studies about character education show that exemplary and Pancasila values can be used as a base to shape students' character (Indriani, 2017; Munawwaroh, 2019). It is a need that education character must be built based on the lecturers' exemplary (Prasetyo et al., 2019). Teachers' exemplary also relates to the students' behaviour in the class, students feel comfortable staying and study if their teacher shows his warmth (Husein, 2014). Studies about teachers' exemplary have ever been conducted by (Anugerahwati & Saukah, 2010) with one of the results is that personal competence being the most important thing in supporting others' competence. By this result of this study, it means a teacher or lecturer must have a good thought, utterance, and attitude. Furthermore, shaping students' character can be done through

learning strategies such as reciprocal teaching and value analysis learning strategy (Abdullah & Azis, 2019; Puspita et al., 2017). However, developing students' character should consider the development of globalization era (Hendayani, 2019; Sutomo, 2014; Yunani, 2016).

Furthermore, some previous studies on shaping students' character show that basically several ways can be conducted to shape students' character. Mainly the studies focus on values in life. The values can be implemented in the teaching and learning process and other components: the textbook, learning multimedia, or the values on the material (Anwar, 2015; Komalasari & Saripudin, 2018). Moreover, local wisdom through orchestral music is proved to afford to shape students character (Sembiring et al., 2019). The explanation shows that in shaping students' character is not just based on the students' environment. Still, also it can be taken from any kind of instruments, which commonly needs to be proved by certain studies. Therefore, this research elaborate two variables, namely affective learning strategy and lecturers' exemplary which is examined whether effective or not to shape students' character.

Based on the previous studies known that several researches about shaping students' character is related to lecturers' exemplary. However, there is no specific studies which reveal a correlation between shaping students' character and lecturers' exemplary. Furthermore, learning strategy have proved to relate to students' character. In addition, a specific learning strategy such as affective learning strategy has not been studied whether it affects shaping students' character or not. This is the gap which will be completed by this study. This study examines whether any significant effect of affective learning strategy in shaping students' character. Besides, this research examines whether any significant effect of lecturers' exemplary in shaping students' character. Finally, this study reveals the effect of both affective learning strategy and lecturers' exemplary in shaping students' character. This study affords to be used in determining the factors which affect students' character.

2. METHODS

The research was conducted using quantitative research. Quantitative research is a study which aims to test the hypothesis of whether is there any significant effect between independent variables towards dependent variables (Sugiyono, 2016). In this case, affective learning strategies and lecturers' exemplary on the formation of scholar character to be tested on students of Buddhist religious education study program, STABN Raden Wijaya Wonogiri. The population in this study were all students of the Buddhist religious education study program, STABN Raden Wijaya Wonogiri, totalling 33 students. The research that has been done does not take samples. This is because the number of respondents is limited, so the entire research subject will be examined.

Data collection techniques in this study used a questionnaire. The questionnaire method is suitable to measure the ability or something that is abstract so that it becomes more concrete through the conversion of numbers. The numbers are then analyzed so as to describe the dimensions of a research problem variable. The questionnaire used in this study is an open type of questionnaire, namely a questionnaire in which respondents are provided with available answer choices. The answer choices for the statement range from strongly agree to strongly disagree. The preparation of the questionnaire is carried out by first finding the indicators for each variable.

Test the validity of the questionnaire using the correlation technique "product moment". The questionnaire in this study has been tested three times. Where in the first trial, there were 12 invalid items. Then the invalid items are corrected from the language aspect so that respondents more easily accept it. After being revised and then retested and found there are still 6 invalid items. Therefore, improvements were made again and then tested again. From the third trial, data obtained that there were only four invalid items, namely items numbered 7, 15, 18, and 25. Furthermore, the reliability value of the questionnaire was 0.82, so it could be concluded that the questionnaire was feasible to use in collecting research data.

Hypothesis testing in this study using multiple regression techniques. Multiple regression analysis was used to predict changes in the independent variable (affective learning strategies and lecturers' exemplary) caused by the dependent variables (character formation). Through multiple regression

analysis, the magnitude of the calculated t value can be seen and then compared with the t table value so that it is known whether there is an influence of the independent variable on the dependent variable. Decision making whether there is influence is if the value of t count is greater than t table (t obtained > t table). In addition, it can also look at the output value of the SPSS analysis. There is an influence between the dependent variable on the independent variable if the significance value is less than 0.05 ($\text{sig} < 0.05$). Furthermore, multiple regression was carried out to determine the effect of affective learning strategies (X1) and lecturer's example (X2) on character formation (Y).

3. FINDINGS AND DISCUSSION

To know the effect among independent variables towards dependent variables, the data are analyzed by using multiple regression techniques by optimising SPSS for windows program. Basically there are three research hypotheses proposed: 1) is there any significant effect among affective learning strategy (X1) in shaping students' character (Y); 2) is there any significant effect among lecturers' exemplary (X2) in shaping students' character (Y); 3) is there any significant effect among affective learning strategy (X1) and lecturers' exemplary (X2) in shaping students character (Y). The result of analysing the data by using SPSS for windows is presented as the following table.

Table 1. Analysis of Affective Learning Strategy and Lecturers' Exemplary in shaping Students' Character

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	12.749	3.275		3.893	.001
Affective Learning Strategy (X1)	.445	.069	.543	6.485	.000
Lecturers' Exemplary (X2)	.484	.087	.466	5.566	.000

2.1. Examining Statistical Hypotheses

There are 3 research hypotheses proposed which must be examined statistically especially by using multiple regression technique to know is the hypotheses accepted or not. The hypothesis is accepted if sig value < (p) 0.05 or if t obtained > t table and vice versa. In calculating statistical hypotheses, it optimises SPSS for the windows program.

Hypothesis 1: There is a direct and significant effect among affective learning strategy (X1) in shaping students' character (Y)

Partially, the Affective Learning Strategy has a significant positive effect in shaping students' character of the Buddhist Religious Education Study Program, Raden Wijaya Wonogiri State Buddhist College, this is because of the value of $\text{sig } 0.00 < (p) 0.05$ or $t\text{-obtained} > t\text{-table}$ ($6,485 > 2,039$). It means if the lecturers appropriately and in many times implement affective learning strategy, it will impact directly in shaping students' character. Furthermore, affective learning strategy should be experimented to elaborate how the change of students' character.

Hypothesis 2: There is a direct and significant effect among lecturers' exemplary (X2) in shaping students character (Y)

The lecturers' exemplary has a significant positive effect in shaping students' character in the Buddhist Religious Education Study Program, Raden Wijaya State Buddhist College Wonogiri, and this is because of the value of $\text{sig } 0,00 < (p) 0.05$ or $t\text{-obtained} > t\text{-table}$ ($5.566 > 2.039$). This means lecturers must behave as an example for the students. They have to be careful of what they do, what they say, and what they think. It is because students tend to imitate them.

Hypothesis 3: There is a direct and significant effect between affective learning strategy (X1) and lecturers' exemplary (X2) in shaping students' character (Y)

Based on the data presented, Affective learning strategies and lecturers' exemplary simultaneously influence in shaping students' character of the Buddhist Religious Education Study Program at the State Buddhist College of Raden Wijaya Wonogiri because of the value of $\text{sig } 0.01 < (p) 0.05$ or $t\text{-obtained} > t\text{-table}$ ($3.893 > 2.039$). Affective learning strategy and lecturers' exemplary relate each other. Both of them are based on the lecturer as the main actor. Implementing affective learning strategy is the lecturers' duty. Moreover, lecturers exemplary is their character.

The Magnitude Effect

Principally in examining the statistical hypotheses, it also can be known the magnitude effect of independent variables on dependent variables. The magnitude effect indicates that affective learning strategy and lecturers' exemplary as independent variables afford to effect the dependent variable. After conducting data analysis by using SPSS program, it is obtained the magnitude effect among independent variables on dependent variable as presented in the following table.

Table 2. The Magnitude Effect of Affective Learning Strategy and Lecturers' Exemplary towards Students' Character

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970 ^a	.942	.938	2.053

Based on the table above, it is known that the magnitude effect of affective learning strategy and lecturers' exemplary in shaping students' character is 94.7% and 5.3% rest is influenced by other variables that have not been studied. Moreover, the effect of each independent variable toward the dependent variable can be figured as follows:

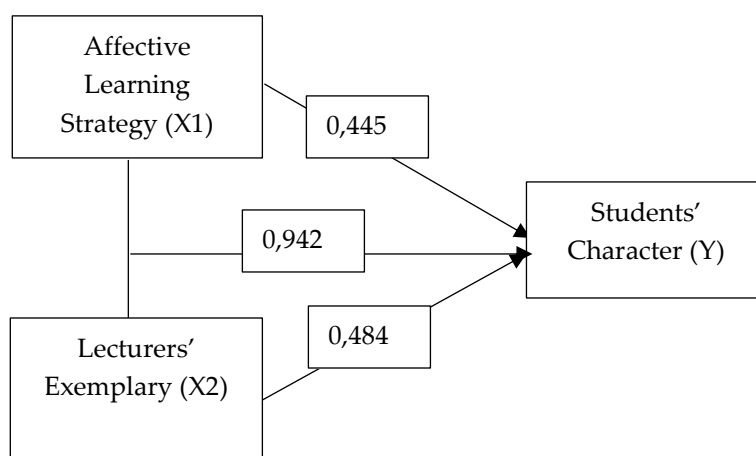


Figure 1. The Effect and Its Amount among Dependent Variable and Independent Variable

Based on the figure, the amounts effect of affective learning strategy in shaping students character is 44,5%. Then the amounts effect of lecturers' exemplary in shaping students' character is 48,4%.

Furthermore, the amount of effect of both affective learning strategy and lecturers' exemplary in shaping students' character is 94,2 while the 5,8% rest is affected by any other variables which is not studied.

Discussion

Teacher is supposed to apply creative teaching by finding out creative idea to make a good atmosphere of learning (Widodo, 2020). One of those is affective learning strategy. Affective learning strategy affects significantly in shaping students' character. Implementing affective learning strategy should focus on how students react during the teaching and learning process. The attitude and behaviour of students in the form of social values and spiritual values is a factor that determines the success of the process and improves the quality of student education outcomes (Naziah et al., 2020). Moreover, in emphasizing affective and students attitude, it is important to choose appropriate learning method because students' learning style and students' behaviour is various (Widodo et al., 2021). Shaping character by using affective learning strategy is very helpful for students in shaping their attitudes (Danial et al., 2019). Students' attitudes are observed in whole activities. Lecturers emphasize moral values, some spiritual guides which can be implemented in daily activities. Meanwhile, students do self-reflection to analyze their strength and the weakness of themselves. By doing this activity, students realize that the most important thing is their daily attitude which impacts towards society. This shows that the use of affective learning strategies in which there are humanist values in the form of recognizing respect for the existence of others will grow an attitude of mutual help and a positive response to the conditions of others. One way that can be done by the lecturers to educate and cultivate good character for students is through learning affective (Husnul & Lestari, 2017). This is in accordance with the results of previous studies that the development of a humanist attitude will shape the characteristics of students of the Buddhist Religious Education Study Program STABN Raden Wijaya who are honest, helpful, fair, respect people and have piety to God Almighty.

Shaping students' character depends on the lecturers' exemplary, it means that principally students imitate what the lecturers' do. It is in line with the study conducted by (Yariv & Maskit, 2014) that teachers' exemplary influence on their adolescent pupils. Several characters expected by the students are friendly, understanding, tolerant, patient, and helpful (Simpson & Mengi, 2014). Meanwhile, there are also character which is not expected by the students namely boring, arrogant and do not provide helpful feedback or help them learn more (Kim & Olson, 2016). One of the qualities that a lecturer educator should have is high morality (Singh et al., 2021). In this case, the lecturers' custom, especially during teaching and learning process, will affect students' attitude. Lecturers can provide external control for encourage students to have character care and responsibility (Lestariningsih & Suardiman, 2017). Basically, students' do not only view the lecturers' attitude but also lecturers' utterances, that is why it is very important for lecturer to keep every single word come out from the tongue. Lecturers must teach character education to students while at school, better demonstrated by the lecturer directly through the method delivery material moment activity learning nor through habituation good done in in class or outside the classroom (Amelia, 2021).

Affective learning strategy and lecturers' exemplary have a significant effect in shaping students' character. Affective learning strategy relates directly to the lecturers' exemplary because basically lecturers' design the lesson plan included in determining the teaching method. Lecturers must prepare a teaching plan to accommodate a wide range of learning styles (Widharyanto & Binawan, 2020). Affective learning strategy as a teaching method will be mastered by the lecturer which means the lecturer will deeply comprehend it. Both of them work together in shaping students' character. Character development won't run successfully without proper management (Muhtar & Dallyono, 2020).

4. CONCLUSION

Affective learning strategy and lecturers' exemplary are proved affect in shaping students' character. Character relates to how students implement what they obtain during teaching and learning process, and this situation can be done through affective learning strategy. Students follow teachers' attitude that is why lecturers' exemplary affect in shaping students character. The results of this research imply that in selecting a teaching method teachers must consider not only the students' cognitive skill but also students' affective skills. Moreover, a teacher must be able to show the noble attitudes because as a role model in a class, teachers tend to be imitated by the students. Based on the result of this research it is recommended to also implement affective learning strategy in the instructional process and teachers must have good moral values and attitudes.

Conflicts of Interest: I declare that this research has been conducted by legal procedure. All stakeholders involved in this research allow me to publish this research. So I guarantee that there is no conflict if this research result is published, and if it happens someday, I, researcher, am the most responsible one and will be responsible in any case.

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