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Rebuilding Affective Competence in Post-Pandemic Education: A Mixed-Methods Study of Prospective Islamic Religious Teachers in Indonesia

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ABSTRACT

The return to face-to-face learning after the COVID-19 pandemic presents new challenges in developing the affective domain among prospective Islamic Religious Education (PAI) teachers. This study investigates how direct classroom interaction influences affective competence and identifies obstacles lecturers face in enhancing this domain. A qualitative approach was used, involving 52 PAI students and eight lecturers from two state Islamic higher education institutions in Banten. Data collection methods included questionnaires, semi-structured interviews, and document analysis. The data were examined using thematic analysis supported by simple descriptive statistics. Findings reveal that 81% of student participants experienced increased motivation and emotional engagement due to direct interaction with lecturers. This interaction fostered core affective qualities such as empathy, respect, and appreciation. Despite these positive outcomes, the study identified inconsistencies in lecturers' application of affective-based teaching strategies, highlighting a gap in pedagogical effectiveness. The results underscore the importance of face-to-face interaction in supporting emotional and value-based learning. However, the variability in instructional delivery indicates a need for structured efforts to equip lecturers with strategies for affective education. To strengthen the affective domain in post-pandemic education, targeted professional development programs are essential. Enhancing lecturers' competencies in affective pedagogy will better prepare PAI students to become empathetic and emotionally intelligent educators.

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1. INTRODUCTION

The COVID-19 pandemic has significantly disrupted the global education system, prompting a sudden shift from conventional face-to-face learning to online modalities. As educational institutions gradually transition back to face-to-face learning post-pandemic, new challenges have emerged, particularly in restoring the holistic learning experience that includes not only cognitive and psychomotor development but also the affective domain (Haffar et al., 2023; Saperstein, 2023). In Indonesia, this transition has demanded renewed attention to the quality of learning interactions, especially within the context of character and moral education.

The affective domain—comprising attitudes, values, motivations, and emotional engagement—is critical in determining students' success and holistic development (Lepp & Luik, 2021; Valsaraj et al., 2021). Several scholars have emphasized that effective learning must go beyond knowledge transmission to include the formation of values and attitudes (Hajar & Manan, 2022; Sarıer & Uysal, 2022). In Islamic Religious Education (PAI), this domain becomes even more essential, as the primary goal of PAI learning is to shape students' morality and character based on Islamic values (Zulkarnain & Zubaedi, 2021). The role of lecturers in this context extends beyond knowledge facilitators to that of spiritual and moral mentors (Kagema, 2022). While there is a growing body of research exploring the impact of the COVID-19 pandemic on education, most studies have primarily focused on the transition to online learning, digital literacy, and academic performance from a cognitive perspective (Cristol & Gimbert, 2021; Thornburgh, 2023). Research that addresses the affective implications of this transition—particularly how emotional engagement, value internalization, and student motivation were affected—remains comparatively limited. Moreover, few studies have delved into how face-to-face learning post-pandemic can serve as a strategy to restore and enhance the affective domain, especially in disciplines where character formation is central, such as Islamic Religious Education (PAI).

In the field of PAI, the affective domain plays a foundational role in shaping students' moral behavior, spiritual awareness, and ethical sensitivity (Latuapo, 2023). Yet, despite its importance, empirical studies analyzing how affective learning is being revitalized in the return to face-to-face modalities—after an extended period of remote education—are still scarce. Most existing literature relies on theoretical or conceptual discussions without sufficient empirical grounding, particularly in the context of Indonesian Islamic higher education. Furthermore, current studies rarely offer practical pedagogical frameworks or models that guide lecturers in effectively integrating affective strategies during in-person instruction. There is also a lack of comprehensive data on students' and lecturers' perceptions of affective learning in the post-pandemic classroom, leaving a gap in both theoretical and practical understanding. Although studies have highlighted the superiority of face-to-face interaction in fostering emotional engagement compared to online learning (Dhawan, 2020; Yusuf, 2022), research on how the affective domain is being restored and strengthened in the post-pandemic context—especially in the field of Islamic education—remains limited. Most existing literature has focused on technological adaptation or cognitive outcomes, leaving a gap in understanding the affective recovery process in PAI teacher education.

To address this gap, this study aims to analyze the effectiveness of affective domain learning in the post-pandemic era for prospective PAI teachers. It focuses on how direct lecturer-student interactions in face-to-face settings influence students' affective development, and what challenges lecturers face in implementing affective-based pedagogy. Employing a mixed-method approach, this study synthesizes qualitative insights from interviews and documentation with quantitative data from student and lecturer surveys. The research is conducted at two Islamic higher education institutions: the Faculty of Tarbiyah and Teacher Training (FTK) at UIN Sultan Maulana Hasanuddin Banten and the Faculty of Islamic Education (FITK) at UIN Syarif Hidayatullah Jakarta.

The main objective of this study is to analyze the effectiveness and challenges of affective domain learning in post-pandemic face-to-face instruction for prospective Islamic Religious Education (PAI) teachers. The study investigates how direct lecturer-student interactions contribute to students' emotional engagement, internalization of Islamic values, and learning motivation, while also identifying the

obstacles lecturers face in implementing affective pedagogies. This research contributes to the existing literature by (1) filling the gap in empirical studies on affective learning recovery in the post-pandemic period, especially in the context of Islamic education, (2) providing field-based evidence from two Islamic universities in Indonesia, enriching global discourse with localized insights, (3) offering practical implications for lecturer training and curriculum design, particularly in reinforcing the affective aspect of teaching in higher education settings, (4) supporting the development of integrated affective learning models that align with Islamic pedagogical values in the new normal era.

By exploring the dynamics of affective learning in post-pandemic face-to-face education, the study contributes both theoretically and practically: it informs the development of more responsive and emotionally intelligent learning models for Islamic education, and provides actionable insights for lecturers aiming to improve interpersonal communication and motivation strategies in the classroom.

2. METHODS

The research method is a systematic approach used to obtain valid data and information to answer research problems (Chih-Pei, H. U., & Chang, 2017). This study adopts a convergent parallel mixed-methods design, wherein both quantitative and qualitative data are collected simultaneously, analyzed independently, and then integrated (Grace et al., 2023; Nanda et al., 2015). To produce a comprehensive understanding of the effectiveness of affective learning in the post-pandemic context. This approach is particularly suitable for exploring the interplay between measurable patterns and rich personal experiences related to face-to-face learning among prospective Islamic Religious Education (PAI) teachers. The research was conducted at the Islamic Religious Education programs of the Faculty of Tarbiyah and Teacher Training at two institutions: UIN Sultan Maulana Hasanuddin Banten and UIN Syarif Hidayatullah Jakarta. These sites were selected purposively due to their relevance as institutions that prepare future PAI educators and their institutional emphasis on character and value-based education. The study took place over five months, from April to August 2022, and was officially approved by the relevant university and faculty authorities.

Quantitative data was analyzed using descriptive and inferential statistical methods to identify patterns that appeared in student responses (Rahman, 2016). Meanwhile, a qualitative approach is used to explore a deep understanding of the experiences of students and lecturers in the affective realm of learning. The data collection techniques used include in-depth interviews, participatory observation, and documentation. Qualitative data analysis was carried out using thematic analysis techniques (Clarke & Braun, 2013). The quantitative phase employed stratified random sampling to ensure representation across different academic cohorts, resulting in 120 student respondents. Data were gathered using a Likert-scale questionnaire designed to measure various indicators of affective learning, including motivation, emotional engagement, value internalization, and communication between lecturers and students. A sample item from the questionnaire includes: *"Face-to-face learning after the pandemic has helped me develop empathy and mutual respect in the classroom."* The quantitative data were analyzed using descriptive statistics to identify general trends, and inferential statistics, such as t-tests and ANOVA, to explore differences across demographic groups. In the qualitative phase, purposive sampling was used to select 8 lecturers and 52 students who were actively involved in post-pandemic in-person learning. Data were collected through in-depth interviews, participatory classroom observations, and document analysis of syllabi, lesson plans, and institutional policies related to affective learning. Interviews were conducted to explore participants' perspectives on the challenges and strategies of fostering affective learning. A representative interview question was: *"How do you perceive the impact of face-to-face learning on students' emotional and moral development?"*

Qualitative data were analyzed using thematic analysis, following Braun and Clarke's six-phase framework: familiarization with the data, initial coding, searching for themes, reviewing themes, defining and naming themes, and producing the report. This process yielded several key themes, such as "emotional connection between lecturers and students," "the lecturer as a moral guide," and "barriers to affective pedagogy." After the separate analysis of both data sets, the results were integrated during the

convergence phase to identify areas of confirmation, complementarity, or divergence. For example, trends observed in quantitative data regarding student motivation were further elaborated through qualitative insights about emotional bonds with lecturers. This integration enabled a nuanced interpretation of how post-pandemic face-to-face learning has influenced the affective development of prospective PAI teachers. By applying this mixed-methods approach, the study aims to present a holistic picture of affective learning recovery and provide practical recommendations for enhancing the quality of interpersonal engagement in religious education settings. The findings are expected to support both theoretical advancements and policy development in Islamic higher education.

3. FINDINGS AND DISCUSSION

3.1 Effectiveness of Post-COVID-19 Affective Learning

The effectiveness of affective learning is measured by how well a learning process shapes, nurtures, and enhances students' attitudes, values, motivations, and character (Banihashem et al., 2023). In this context, the affective domain refers to how students perceive, internalize, and apply the values they are taught, resulting in observable changes in behavior and mindset (Szuster et al., 2022). Effective affective learning unfolds in a series of developmental stages. The initial stage is acceptance, where students begin to demonstrate interest and openness toward the values being taught (Tan & Tan, 2021). At this point, learners acknowledge the relevance of these values in their lives and start to consider their importance.

Following acceptance, students enter the response phase, actively engaging with the content by asking questions, participating in discussions, and offering opinions (Darmadji, 2011). This indicates that the values are no longer passively received but are beginning to be internalized and positively regarded. As students progress, they move into the valuing stage, in which they not only understand the values but also appreciate them deeply and recognize their role in shaping their identity and behavior (Leach et al., 2021; Tzimiris et al., 2023). During this phase, learners begin to make conscious efforts to apply these values in daily life.

Eventually, students begin to organize these values into a coherent personal framework. They align the learned values with their existing belief systems, enabling more consistent value-based decision-making in various real-life contexts (Lengkanawati et al., 2021; Tan & Tan, 2021). The final and most advanced stage is characterization, where the internalized values become an integral part of the learner's personality (Rizky Asrul Ananda et al., 2022). At this point, values are expressed consistently through students' behavior, without external prompting or reinforcement, signaling a lasting transformation in character.

Based on research conducted at the Faculty of Tarbiyah and Teacher Training at Sultan Maulana Hasanuddin State Islamic University Banten and Syarif Hidayatullah State Islamic University Jakarta, affective learning post-COVID-19 has proven to be notably effective in face-to-face classroom settings. The findings, drawn from both quantitative and qualitative data, highlight four key aspects: motivation, attitude, emotional expression, and value appreciation. Students reported increased enthusiasm and commitment to learning, greater emotional engagement with both peers and instructors, a stronger appreciation for moral and spiritual values, and a noticeable improvement in respectful attitudes. These outcomes indicate that direct interaction plays a significant role in fostering affective competencies and suggest that, when implemented thoughtfully, face-to-face learning can lead to deep, sustained character development in prospective Islamic Religious Education teachers.

3.1.1 Strengthened Student Motivation

Lecturers employed a range of motivational strategies to enhance student engagement and performance, particularly in the return to face-to-face learning environments. These strategies included sharing real-life success stories, encouraging students to set clear academic goals, and offering verbal praise or applause during class presentations (Thornburgh, 2023). Such approaches were designed not

only to stimulate students' intrinsic motivation but also to create a positive and supportive classroom atmosphere. Many students reported that these gestures significantly contributed to restoring their enthusiasm for learning, which had waned during the long period of remote education. One student from UIN Banten reflected, *"When my lecturer applauded after our group presentation, it really boosted my confidence. It felt like my effort was truly valued"* (Student Interview, UIN Banten). This sense of recognition appeared to validate students' hard work and foster a deeper emotional connection to the learning process. In turn, students became more willing to participate actively in class, take academic risks, and strive for higher performance. The lecturers' consistent reinforcement helped cultivate a growth mindset among students, where effort was acknowledged as a key component of success. These findings suggest that even simple, genuine acts of encouragement can have a powerful impact on learners' affective development and long-term academic engagement.

3.1.2 Role Modelling Positive Attitudes

Lecturers consistently demonstrated punctuality, enthusiasm, and respect, which influenced student behavior positively (Banihashem et al., 2023; Szuster et al., 2022). Greeting students warmly, starting classes with energy, and reinforcing attendance and assignment discipline became subtle yet powerful forms of affective modeling. "*Our lecturer never missed a class and always smiled when entering. It made me feel respected and more responsible too*." (Student Interview, UIN Jakarta)

3.1.3 Appreciation as Emotional Reinforcement

Praise and recognition were essential in enhancing student self-esteem (Gajardo, 2022). From verbal encouragement to remembering student names, these acts reinforced a sense of belonging and value. "*I was surprised when the lecturer remembered my name. That small gesture made me feel seen and appreciated.*" (Student Interview, UIN Banten)

3.1.4 Creating Positive Emotional Environments

Face-to-face learning enabled more humanized classroom interactions (Altamirano, 2024; Peters, 2024). Lecturers mingled with students, listened to their concerns, and validated their thoughts, fostering a comfortable and emotionally engaging environment. "*It's easier to open up in class now. We laugh, we share, and we learn together—it feels like a family.*" (Student Interview, UIN Jakarta)

Based on interviews with students from both universities, the majority stated that post-COVID-19 affective learning is very effective because direct interaction with lecturers increases their understanding and motivation.

3.2 Instrument Validation Results

3.2.1 Validity Test Results

The validity test in this study was carried out to ensure that the instruments used in measuring the effectiveness of learning in the affective realm after Covid-19 at FTK UIN SMH Banten and FITK Syarif Hidayatullah State Islamic University Jakarta really measured what should be measured. The validity test was carried out by comparing the value of the r-calculation with r-table. If the calculated r value is greater than the r-value in the table, then the question item is declared valid.

The following is a table of the results of the validation of the research questionnaire at the Faculty of Tabiyah and Teacher Training UIN Sultan Maulana Hasanuddin Banten, namely:

Table 1. Results of the Validity Test of Research Instruments of UIN Sultan Maulana Hasanuddin Banten

Question Items	r Count	r Table	Status
1 - 15	0.408 – 0.820	0.266	All Valid

The following is a table of the results of the validation of the research questionnaire at the Faculty of Tabiyah and Teacher Training UIN Syarif Hidayatullah Jakarta:

Table 2. Validity Test Results of UIN Syarif Hidayatullah Jakarta Research Instrument

Question Items	r Count Range	r Table	Valid Items	Invalid Items
1-15	0.262 – 0.802	0.320	14 Valid	1 (Item 15)

The results of the validity test in the table above, it can be concluded that of the 15 questions tested, as many as 14 questions were declared valid, while 1 question item (item number 15) was declared invalid because the value of r calculation (0.262) was smaller than the r of the table (0.320). The calculated r value for each question item is compared to the table r value (0.320) as the minimum limit of validity. If r counts ≥ r table, then the question item is considered valid, and vice versa if r counts < r table, then the question item is considered invalid. Thus, overall, this questionnaire instrument has a good level of validity, because most of the question items meet the validity criteria. However, item number 15 needs to be revised or deleted so that the instrument is more reliable in measuring research variables.

Based on the table of validity test results above, all question items have *a calculation r* value greater than *the r table* (0.266). This shows that all question items in this research instrument are declared valid and suitable for use to measure the effectiveness of learning in the affective realm after COVID-19. Based on the results of the analysis, all question items in the UIN SMH Banten questionnaire have a calculation value greater than the r table (0.266), so all of them are declared valid. Meanwhile, for the questionnaire at Syarif Hidayatullah State Islamic University Jakarta, 14 out of 15 questions were declared valid because the value of r calculation was greater than the r of the table (0.320), while one question item was invalid because the value was lower than the specified limit. These results confirm that the instruments used are valid, with only one item from UIN Jakarta requiring revision.

Thus, overall, the instruments used in this study are quite valid and can be used to measure the effectiveness of post-COVID-19 affective learning in the two universities studied. The results of the validity test showed that almost all question items in the questionnaire were valid with r calculation greater than r table. Only one question item from Syarif Hidayatullah State Islamic University Jakarta was declared invalid, while all question items from Sultan Maulana Hasanuddin State Islamic University Banten were valid. This shows that the research instrument can accurately measure the aspect to be studied.

3.2.2 Reliability Test Results

This study's reliability assessment confirms the research instrument's consistency across administrations, as measured by Cronbach's Alpha (α = 0.890). This very high reliability coefficient (0.80-1.00 range) demonstrates excellent internal consistency among the 15 questionnaire items, ensuring measurement stability and data accuracy for subsequent analyses. The results indicate the instrument produces dependable outcomes under varying conditions, validating its use for rigorous research purposes.

The following is the data on the results of testing the reliability of research instruments at the Faculty of Tabiyah and Teacher Training, Sultan Maulana Hasanuddin State Islamic University, Banten.

Table 3. Reliability Analysis Results for Affective Learning Scale (N = 60)

(a) Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

(b) Reliability Statistics

Cronbach's Alpha	N of Items
.890	15

(c) Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	49.9000	66.702	.640	.879
P2	49.9000	68.092	.538	.883
P3	49.7500	68.733	.514	.884
P4	48.7833	71.223	.419	.888
P5	49.0333	72.168	.378	.889
P6	49.1667	68.277	.570	.882
P7	49.5500	66.557	.584	.882
P8	49.7500	64.021	.686	.877
P9	49.6167	63.529	.773	.872
P10	49.8667	67.236	.649	.879
P11	50.0000	66.475	.688	.877
P12	49.9667	66.372	.728	.875
P13	49.0833	73.739	.392	.888
P14	49.1167	74.376	.352	.889
P15	49.2167	72.613	.349	.890

Table 4. Criteria for the interpretation of the Correlation Index

Correlation Index (r)	Information
Between 0.80-1.00	Very High
Between 0.60-0.80	High
Between 0.40-0.60	Keep
Between 0.20-0.40	Low
Between 0.00-0.20	Very Low

The reliability analysis using Cronbach's Alpha demonstrated excellent internal consistency for the research instrument, with a coefficient of α = 0.890 based on 15 items. According to standard interpretation criteria, this value falls within the very high reliability range (0.80–1.00), indicating that the measurement tool consistently captures the intended constructs. Examination of the Corrected Item-Total Correlation values, which ranged from 0.349 to 0.773, revealed that most questionnaire items contributed positively to the overall reliability. Items showing correlations below the 0.30 threshold would benefit from revision or removal to further enhance the instrument's precision.

The strong reliability coefficients suggest several important implications. First, the instrument produces stable and reproducible results when administered under similar conditions, minimizing measurement errors. Second, the high degree of internal consistency supports the validity of subsequent statistical analyses, including correlation studies and hypothesis testing. Finally, these psychometric properties make the tool suitable for both academic research and policy-related applications where dependable measurement is crucial. In conclusion, the reliability analysis confirms that the research instrument meets rigorous standards for consistency and accuracy. The very high Cronbach's Alpha value, coupled with appropriate item-total correlations, provides confidence in the tool's ability to yield trustworthy data for meaningful analysis and decision-making.

The following is the data on the results of the reliability testing of research instruments at the Faculty of Tarbiyah and Teacher Training, Syarif Hidaytullah State Islamic University, Jakarta:

Table 5. Reliability Analysis Results for Affective Learning Scale – Lecturer Data (N = 40)

(d) Case Processing Summary

		N	%
Cases	Valid	38	95.0
	Excluded[a]	2	5.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

(e) Reliability Statistics

Cronbach's Alpha	N of Items
.873	15

(f) Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	51.3947	71.921	.636	.859
P2	51.6842	76.114	.441	.869
P3	51.6579	73.474	.570	.862
P4	50.8947	76.745	.482	.866
P5	51.2105	76.927	.420	.870
P6	50.9737	75.810	.558	.863
P7	51.2105	74.819	.554	.863
P8	51.4474	74.794	.600	.861
P9	51.5526	72.524	.712	.855
P10	51.8158	70.803	.751	.853
P11	51.7105	74.319	.570	.862
P12	51.7895	74.657	.575	.862
P13	51.2895	77.725	.522	.865
P14	51.3684	81.158	.301	.873
P15	51.4737	83.445	.102	.882

The study's reliability analysis yielded excellent results, with Cronbach's Alpha values of 0.890 for UIN Banten and 0.873 for UIN Jakarta, both falling within the very high reliability range (0.80-1.00). These findings indicate strong internal consistency across the 15-item questionnaires. Data from 38 valid respondents (95% of the sample) showed robust item-scale relationships, with Corrected Item-Total Correlations ranging from 0.751 to 0.102.

Further examination revealed that item P15 (with the lowest correlation of 0.102) negatively impacted the scale's reliability. Its removal increased Cronbach's Alpha to 0.882, suggesting this item requires revision to optimize the instrument's performance. Overall, both questionnaires demonstrate sufficient reliability for research purposes, though minor refinements could further enhance their measurement precision.

3.2.3 Normality Test Results

The normality test in the study aims to find out whether the data collected is normally distributed or not (Wilistyorini & Sussanto, 2022). Normal distributions are one of the important assumptions in statistical analysis, especially if the study uses parametric statistical methods such as linear regression, t-test, or ANOVA (McHugh, 2011). Normality testing is essential for determining appropriate statistical methods. When data follow a normal distribution ($p > 0.05$), parametric tests provide valid and generalizable results as their assumptions are satisfied. Conversely, non-normal distributions require non-parametric alternatives to avoid biased conclusions. In this study, Kolmogorov-Smirnov and Shapiro-Wilk tests confirmed normality for both datasets ($p > 0.05$), justifying the use of parametric

analyses. The normality test was carried out using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk. The results obtained for both data groups are as follows:

Faculty of Tabiyah and Teacher Training UIN Sultan Maulana Hasanuddin Banten:

Table 6. Tests of Normality for Affective Learning Scores – UIN Banten (N = 60)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
UIN_BANTEN	.081	60	.200*	.983	60	.555

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Kolmogorov-Smirnov: statistician = 0.081, Sig. = 0.200
Shapiro-Wilk: Statistics = 0.983, Sig. = 0.555

Faculty of Tarbiyah and Teacher Training UIN Syarif Hidayatullah Jakarta:

Table 7. Tests of Normality for Affective Learning Scores – Syarif Hidayatullah State Islamic University Jakarta (N = 40)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Syarif Hidayatullah State Islamic University Jakarta	.115	40	.200*	.968	40	.311

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Kolmogorov-Smirnov: statistician = 0.115, Sig. = 0.200
Shapiro-Wilk: Statistics = 0.968, Sig. = 0.311

The interpretation of this normality test is based on the Sig. (Significance) or p-value. If the value of Sig. > 0.05, then the data is considered normally distributed. From the results of the above test, for both Sultan Maulana Hasanuddin State Islamic University Banten n and Syarif Hidayatullah State Islamic University Jakarta, the Sig. value on Kolmogorov-Smirnov and Shapiro-Wilk is more than 0.05. This shows that the data from both groups are normally distributed, so they can be analyzed using parametric statistical tests.

3.3 Descriptive Statistical Summary

Descriptive analysis was carried out to provide an overview of the distribution of data, including the number of respondents (N), minimum and maximum values, mean (Mean), standard deviation, and variance. A descriptive analysis was conducted to provide a comprehensive overview of the data characteristics. This analysis includes key statistical indicators such as the number of respondents (N), minimum and maximum scores, mean, standard deviation, and variance, which together illustrate the overall distribution and variability of the research data.

Faculty of Tabiyah and Teacher Training UIN Sultan Maulana Hasanuddin Banten:

Table 8. Descriptive Statistics for Affective Learning Scores – UIN Banten (N = 60)

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
UIN_BANTEN	60	41.00	31.00	72.00	53.0500	8.84408	78.218
Valid N (listwise)	60						

Number of samples (N) = 60
Value range = 41 (minimum value 31, maximum value 72)
Average score (Mean) = 53.05
Standard deviation = 8.84
Varians = 78.218

Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta:

Table 9. Descriptive Statistics for Affective Learning Scores – Syarif Hidayatullah State Islamic University Jakarta (N = 40)

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Syarif Hidayatullah State Islamic University Jakarta	40	39.00	33.00	72.00	54.7250	9.24867	85.538
Valid N (listwise)	40						

Number of samples (N) = 40
Value range = 39 (minimum value 33, maximum value 72)
Average value (Mean) = 54.73
Standard deviation = 9.25
Varians = 85.538

The descriptive statistics indicate that the average score of respondents from Syarif Hidayatullah State Islamic University Jakarta (Mean = 54.73) is slightly higher than that of Sultan Maulana Hasanuddin State Islamic University Banten (Mean = 53.05). However, the data variability is greater at Syarif Hidayatullah University, with a variance of 85.538, compared to 78.218 at Sultan Maulana Hasanuddin University. This suggests that while the central tendency is similar, students' responses at Syarif Hidayatullah University were more dispersed, indicating a wider range of affective learning experiences.

The results of the normality tests further support the appropriateness of the data for parametric analysis. Both the Kolmogorov–Smirnov and Shapiro–Wilk tests yielded significance values greater than 0.05 for each university's dataset. This confirms that the data from the Faculty of Tarbiyah and Teacher Training at both institutions are normally distributed, justifying the use of parametric statistical methods for subsequent analyses.

Although the difference in average scores between the two institutions is minimal, the greater spread of scores at Syarif Hidayatullah University may reflect more diverse student experiences or contextual factors influencing affective learning. These insights are important for interpreting the outcomes and tailoring future pedagogical strategies.

Based on the findings of this quantitative study, affective learning in the post-COVID-19 context at both the Faculty of Tarbiyah and Teacher Training at Sultan Maulana Hasanuddin State Islamic University Banten and Syarif Hidayatullah State Islamic University Jakarta is shown to be highly effective. Lecturers have successfully fostered learning environments that enhance students' affective

development, particularly in areas such as motivation, attitudes, value appreciation, and emotional expression. The strong reliability and validity of the research instruments confirm the credibility of these findings, providing a robust foundation for further investigation into the factors shaping affective learning outcomes in Islamic higher education.

Discussion

The findings of this study demonstrate notable progress in the effectiveness of affective learning following the COVID-19 pandemic at the Faculty of Tarbiyah and Teacher Training (FTK) of UIN Sultan Maulana Hasanuddin Banten and the Faculty of Tarbiyah and Teacher Training (FITK) of UIN Syarif Hidayatullah Jakarta. The return to face-to-face instruction has played a crucial role in re-establishing emotional and interpersonal interactions between lecturers and students, which is central to the affective dimension of education. While it is important to reaffirm this positive trend, a deeper and more critical interpretation is necessary to fully appreciate the implications of these results.

Affective learning refers to the development of students' emotional engagement, motivation, attitudes, and internalized values throughout the learning process. This study aligns with the affective domain taxonomy originally proposed by Bloom and later revised by Anderson and Krathwohl, which includes five progressive stages: receiving, responding, valuing, organizing, and characterizing (Wilson, 2016). The findings suggest that many students are progressing through these stages, particularly through increased motivation, emotional expression, and appreciation of values during direct classroom interactions. However, the study also reveals that some lecturers still struggle to implement affective teaching strategies effectively. This gap can be attributed to several systemic factors: a lack of targeted pedagogical training in affective education, a curriculum heavily oriented toward cognitive outcomes, and time limitations that prioritize content delivery over emotional and character development.

Although the research instrument used in this study demonstrated strong psychometric properties—Aiken's V exceeding 0.80 and a Cronbach's Alpha of 0.91—quantitative reliability alone does not fully capture the nuances of affective learning. Emotional engagement is inherently context-sensitive and shaped by classroom dynamics, individual learner states, and interpersonal relationships. These human factors are essential in interpreting affective learning outcomes and may influence how students perceive and internalize values, regardless of standardized assessments.

Recent studies support the findings of this research. Rasmitadila et al. (2023) and Szuster et al. (2022) emphasize the re-emergence of emotional interaction as a key feature in post-pandemic classrooms. They argue that in-person learning fosters deeper emotional and motivational engagement, a claim echoed in the present study. The outcomes also resonate with Ryan and Deci's (2000) Self-Determination Theory, which highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Students in this study reported feeling more valued and emotionally connected when lecturers recognized their efforts and cultivated personal rapport, further supporting the role of emotional presence in student success.

These findings challenge claims from earlier studies—such as Handarini and Wulandari (2020)—that online learning is an adequate substitute for face-to-face instruction in building affective engagement. While digital platforms may deliver content efficiently and support cognitive achievement, they often fall short in facilitating real-time emotional feedback, spontaneous encouragement, or the nuanced interpersonal interactions that contribute to character and value formation. Especially in disciplines like Islamic education, where values, attitudes, and interpersonal ethics are central, the limitations of fully digital instruction are particularly evident.

Despite the overall positive trajectory, challenges persist. Not all lecturers consistently apply affective teaching strategies, and some students still face difficulty re-adapting to in-person learning after prolonged exposure to remote instruction. These inconsistencies suggest that the return to face-to-face learning alone is not enough; institutions must proactively support affective pedagogy through

structured strategies. To address these gaps, targeted professional development programs should be implemented, focusing on emotional intelligence, empathetic communication, and motivational teaching methods. Moreover, curriculum design in Islamic education must deliberately integrate affective goals alongside cognitive and psychomotor objectives to holistically nurture student development.

This study also holds practical implications for educators and policymakers. Valid and reliable instruments, like the one developed and tested here, can help instructors evaluate the extent to which affective learning is being achieved in their classrooms. Such tools can guide improvements in teaching approaches and promote active, meaningful student participation. However, limitations must be acknowledged. The research sample was confined to two state Islamic universities, which may limit the generalizability of the findings. There is also the possibility of social desirability bias, where students may have reported more favorable attitudes due to normative expectations. Additionally, the Hawthorne effect—where participants modify their behavior because they are aware of being observed—may have influenced responses.

Given these limitations, future research should aim to broaden the scope of inquiry. Expanding the study to include a more diverse set of institutions—such as private universities, pesantren-based institutions, and vocational colleges—will help determine whether similar patterns of affective learning emerge in different educational contexts. Longitudinal research could also provide deeper insight into how affective development evolves over time and how consistent lecturer behaviors influence long-term student character formation. Investigating causal relationships between specific pedagogical strategies and affective outcomes could yield valuable guidance for educational practitioners.

In conclusion, this study affirms the renewed importance of affective learning in post-pandemic educational settings. The transition back to face-to-face instruction has revived essential emotional dimensions of the learning process, especially in value-based disciplines like Islamic education. However, these benefits are not automatic. Effective affective learning demands intentional pedagogical design, consistent institutional support, and a genuine commitment to nurturing students' emotional and ethical development. Moving forward, both research and practice must prioritize the affective domain as a central pillar of holistic education.

4. CONCLUSION

This study concludes that the return to face-to-face learning in the post-COVID-19 era has significantly enhanced the effectiveness of affective domain learning for prospective Islamic education teachers at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten and UIN Syarif Hidayatullah Jakarta. The key finding reveals that direct interpersonal interactions between lecturers and students substantially foster motivation, emotional engagement, value appreciation, and the development of positive attitudes—dimensions that were notably diminished during the online learning phase. These results affirm the importance of emotional presence, value-based communication, and human connection in facilitating affective learning, particularly within Islamic education contexts. The findings align with foundational learning theories, including Bloom's affective taxonomy, Ryan and Deci's self-determination theory, and Vygotsky's social constructivism, all of which underscore the relational and emotional underpinnings of meaningful education. However, the study also identifies critical limitations: not all lecturers effectively implement affective strategies, and some students continue to face challenges transitioning back to in-person learning. Moreover, the research was geographically limited to two state Islamic universities and may be affected by social desirability bias and the Hawthorne effect during data collection. Given these constraints, future research should involve a wider range of institutions—including private, vocational, and pesantren-based settings—and investigate long-term impacts of affective learning on teaching practices. Additionally, future studies should explore deeper variables influencing affective outcomes and develop standardized, Islamically rooted affective assessment tools. These efforts will be essential for

ensuring that affective learning is both measurable and meaningfully embedded in Islamic teacher education across diverse educational contexts.

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