Implementation of Behavioristic Learning Theory in Learning Islamic Religious Education (PAI) at Labschool Cibubur High School

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Abstract

Nowadays there is a phenomenon of moral decadence, namely frequent cases of bullying, sexual violence, bullying and character crises in the world of education. Here researchers are interested in how to implement Behavioristic Learning Theory in Islamic Religious Education Learning at SMA Labschool Cibubur which aims to shape behavior and hopefully break moral decadence. This research uses qualitative methods with data collection techniques of observation, interviews and document study. The results of this research show that based on Edward Thorndike's behavioristic theory, known as Connectionism theory, learning is a process of connection between stimulus and response which leads to changes in behavior, with readiness to accept changes in behavior (law of Readiness), given repetition (Law of Exercise) and awarded (Law of Effect), then the implementation of behaviorist learning theory in Islamic Religious Education learning from Labschool Cibubur High School activities as well as in classroom learning, children are evaluated and familiarized with evaluation activities for the morning prayer, procedures for ablution, purification, reading the Al-Quran, Tajwid and Makharijul Huruf, helping parents, how to socialize with the opposite sex, social media etiquette. Also from familiarization with student organization activities, leadership training, extracurricular activities, activities to strengthen Wiyata Mandala insight, 7 basic values of Labschool, 15 cultures of life at school, and 18 life skills at Labschool.

Keywords: Learning,Behavioristics Learning Theory ,Character, Habituation

A. Introduction

The world of education has always had the biggest challenge in terms of student character building. Today's educational institutions seem unable to carry out character education properly and correctly. this is all evidenced by the frequent phenomena of moral decadence, namely the many cases of bullying. sexual violence. bullying and character crisis in the world of education today. Whereas education should make students become more moral, moral, cultured and behave well.

Education can never be separated from the process of learning and learning activities. Through learning, humans are able to easily understand and adapt to their surrounding environment. Without learning, humans will be said to be the ones who lose the most in their lives. Learning is also a manifestation of the efforts made by students to achieve change, starting from the process of improving the quality and quantity of each student's personality in order to increase knowledge, skills and thinking power (Murniyati & Suyadi, 2021, p. h. 178). Discussing problems related to learning and learning, various figures and theories as well as schools within them have been found, starting from behaviorism, cognitive theory, constructivism and humanistic theory (Shahbana et al., 2020).

A learning theory that emphasizes changing and shaping student behavior is behaviorist learning theory. Behavioristic learning theory is better known as behavioral theory because this theory assumes that someone is said to have learned if they have experienced changes in behavior in that individual. Behavioristic learning theory is a theory that emphasizes the need for observed behavior (Desmita, 2009). According to Nahar (2016), the concept of behaviorism is (1) focuses on observed learning events as shown by stimulus and response relationships, (2) involves changes in behavior, (3) mental processes must be excluded from scientific studies of learning, (4) the laws governing learning apply to all living things, including humans, (5) living things begin life as blank slates with no innate behavior, (6) learning results from external events in the environment. The main characteristic of behavioristic learning theory is that teachers behave in an authoritarian manner and act as agents of inductrination and propaganda and as controllers of behavioral input. This is because behavioristic learning theory considers humans to be passive and everything depends on the stimulus they receive. The intended target of this learning is to change student behavior in a better direction. (Ismail et al., 2019).

Behavioristic theory prioritizes measurement, namely the final result that can be measured, because the measurement is an important thing to see whether changes in behavior occur or not. Behaviorist learning theory with its stimulus-response relationship

model positions people who learn as passive individuals. Certain responses or behaviors using the method of practice, repetition or habituation alone. The emerging behavior will become stronger if given reinforcement and will disappear if punished. For behaviorist theorists, the emphasis is on changes in behavior that are experienced in real ways, not just limited to a person's structuralization (Amsari, 2018). Therefore, behaviorists emphasize their research on real human behavior in actual events that occur.

Someone is considered to have learned if they can show changes in behavior. The behaviorist view recognizes the importance of input in the form of stimulus, and output in the form of response. Behavioristic learning theory emphasizes its study of the formation of behavior based on the relationship between stimuli and responses that can be observed and does not relate to awareness or mental construction. Behavioristic learning theory is in contrast to cognitive theory which states that the learning process is a mental process that cannot be observed with the naked eye. Behavioristic learning theory places great emphasis on learning outcomes, namely changes in behavior that can be observed, measured and assessed concretely (Putrayasa, 2013).

Among the many cases of bullying. sexual violence, bullying and character crisis in the world of education is in early 2024 a case of student bullying by seniors or seniors occurred at Binus International School Serpong, South Tangerang. As a result, the victim suffered many bruises and burns, and had to be hospitalized. It was stated that one of the bullying incidents occurred on February 2, 2024 (Tria Sutrisna, 2024). Then it was reported from Tempo.id that the world of Indonesian education not only faces the problem of lagging quality and inequality, but also violence and even death as happened to the STIP cadet student who died as a result of being mistreated by his seniors on Friday. May 3, 2024 (Ester Lince Napitupulu, 2024). Another from kompas.com reported a case of bullying by seniors at SMPN 1 Babelan Bekasi in mid-September 2023.

Behavioristic learning theory is expected to be a solution to the above problems, because behavioristic learning theory is a theory that focuses more on changing the behavior of students. According to behavioristic learning theory, learning is the result of the interaction between stimuli and responses. An individual is considered to have learned if he can show changes in his behavior. This theory considers that the important thing in the learning process is the absorption of knowledge in the form of stimuli (stimulus) and the results in the form of responses and behavior (Mohammad Raihan, 2021, 25). In the application of behavioristic theory, subjects that are suitable in the formation of student character are Islamic Religious Education subjects or now in schools referred to as Islamic Religious Education and Good Manners (PABP) subjects. So in this case, every Islamic PABP teacher should use behavioristic theory in their learning to produce students with character.

The above statement is proven by the Islamic Religious Education journal which concludes by saying that the application of behavioristic learning theory in Islamic Religious Education learning carried out by Islamic Religious Education teachers at SMA Negeri 3 Batam results in changes in students' behavior towards a better direction by giving rewards or awards. Motivation, strengthening memory, tolerance, and also sanctions to students so that such things are expected to change the behavior of students (Mohammad Raihan, 2021, 25).

Based on the current facts in the world of education and the results of the above research on the implementation of behavioristic learning theory in learning Islamic Religious Education, the author decided to research "Implementation of Behavioristic Learning Theory in Learning Islamic Religious Education (PAI) at SMA Labschool Cibubur".

B. Methods

Research methods can be interpreted as a scientific way to get data with specific purposes and uses. This research uses a qualitative description method with observation data collection techniques. interviews and documentation studies. Observation is the initial data collection by making direct observations on the object to be studied. An interview is a meeting of two people to exchange information and ideas through questions and answers so that meaning can be constructed on a certain topic. Meanwhile, documentation is a record of events that have passed and are presented in the form of writing. pictures or monumental works of a person (Sugiyono, 2016, 3).

The data sources obtained by researchers are primary data sources from the field, namely obtained through educational informants and students. while secondary data was obtained from various literature studies that are related to this research, in the form of journals and books. The steps taken by researchers in collecting data were through observation, interviews and documentation. The researcher carried out observations using non-participant techniques, namely the researcher only made direct observations, while interviews were conducted with several Islamic Religious Education teachers at Labschool Cibubur High School. Researchers carry out analysis by reducing the data, then presenting it according to what is available until drawing conclusions.

C. Result and Discussion

This research is the Implementation of Behavioristic Learning Theory in Learning Islamic Religious Education (PAI) conducted at SMA Labschool Cibubur which is located at Jl. Raya Hankam Labschool Campus No. 15-20 Jatiranggon, Kec. Jatisampurna, Bekasi City, West Java 17432. Labschool has a vision that is a school that prepares future leaders who are devoted, have high integrity, strong fighting power, intact personality, noble character, independent, and have high intellectual abilities. While Labschool Cibubur High School itself has a focus on the Vision of becoming a champion school and preparing future leaders who are devoted, uphold the noble values of the nation, and have a global outlook. The mission of SMA Labschool Cibubur is first to produce graduates who are pious. Quality, positive character, and global competitiveness. second, delivering students to succeed in reaching the best universities. third, having excellence in academics and student affairs. fourth, increasing the professionalism of educators and education personnel. fifth, creating a challenging and enjoyable learning environment. sixth, conducting a humanist and holistic inclusive learning process. seventh, developing the professionalism of educators and education personnel in carrying out learning. eighth, promoting educators and education personnel who can provide examples and perform their duties according to their duties. Seventh develop the professionalism of educators and education personnel in carrying out learning. Eighth prioritize educators and education personnel who can provide examples and perform their duties according to the profession. Ninth carry out insightful, future-oriented leadership and are skilled in professional management. Tenth establish synergistic partnerships with school stakeholders. Based on the vision and mission of the school, SMA Labschool Cibubur can be said that it has special attention to the faith, character and morals of students. It is all proven in the vision and mission of the school.

In this research, we specifically discuss the Implementation of Behavioristic Learning Theory in Learning Islamic Religious Education (PAI) at SMA Labschool Cibubur specifically in class 10. In the Big Indonesian Dictionary "Implementation" means implementation; implementation (*KBBI*, n.d.). In this case, what is meant by application is putting into practice a learning theory by paying attention to the elements of the application. According to several articles quoted by Majid and Suyadi, the elements of implementation are the existence of a program to be implemented, the existence of targets who are then expected to benefit from the implementation of the program and the existence of an implementation process either from individuals or institutions. In teaching and learning there is a process of educational interaction between teachers and students which is carried out in the classroom so it is often referred to as a learning

process. In the learning process there are several applications of theory, one of which is behavioristic learning theory to support the success of developing better behavior.

This view from the behaviorist school considers learning to be an interaction of stimulus and response (Irham & Wiyani, 2014).This results in changes in student behavior. This stimulus comes purely from a teacher, while the response comes from the student. So the success of changes in student behavior can be seen from the extent to which the teacher provides stimulus to students in the form of learning methods. This school also considers that learning outcomes are obtained from the formation of visible behavior. So, it can be concluded that this behavioristic theory makes students tend to be passive, while a teacher in the learning process must always be active and innovative. The more actively the teacher provides stimulation both in methods and material, the stronger the changes in student behavior will be.

In getting used to activities in learning, especially PAI, Edward Thorndike's behavioristic learning theory has been applied at Labschool Cibubur High School for a long time, especially in PAI learning. Labschool Cibubur High School has a vision and mission that pays special attention to the faith, character and morals of students. According to Thorndike's analysis, known as the Connectionism theory, (Pratama, 2019, p. p. 41)

The application of behavioristic learning in Islamic Religious Education learning in classes with Islamic religious subject teachers is by providing teachers with enthusiasm for learning and motivation to students whose behavior may not be enthusiastic and motivated to learn. PAI teachers also provide advice on always dressing neatly, showing personal best in what they say and do and providing stimulation so that students are interested or interested in Islamic religious lessons. Islamic teachers also provide sanctions and rewards, which means threats or directives, for example if students cannot memorize then there will be sanctions, the form of sanctions is of course educational and has a deterrent effect. Likewise, when students have memorized the Koran, they will be given rewards, for example being appreciated in front of their friends and given good grades, because there are several verses that must be memorized for Al-Quran material. In Islamic learning, behaviorist learning theory is actually more widely used because it is known more about how we can change students' behavior for the better. Learning Islamic Religious Education is indeed very appropriate when we use behavioristic learning theory, the reason is because it places more emphasis on changing attitudes. Almost all competencies use behavioristic learning theory, starting from aqeedah, namely applying the correct attitude to students, then also in fiqh, namely how students can apply prayer correctly, for example in the procedures for funeral prayers. Other aspects also depend more on behavioristic learning theory. Based on the results of the observations and

interviews above, the author can conclude that the application of behavioristic learning theory in Islamic Religious Education learning carried out by the 10th grade Islamic Religious Education Teacher, Mr. Muh. ALi Fauzi at Labschool Cibubur High School produces changes in students' behavior for the better and shows a positive attitude. Next we will look at the results of interviews and observations based on Thorndike's behavioristic theory.

Learning is a process of connection between stimulus and response which leads to changes in behavior. Stimulus-response relationship. Thorndike's opinion can be strengthened by the *First* (*law of Readiness*) there is a readiness to accept these changes in behavior, to prepare to receive the stimulus Labschool Cibubur High School also has 7 Basic Values which children always mention directly with their movements every morning after praying, namely pious, strong fighting spirit, noble character, intellectual high, high integrity, complete personality, independent. And students are also introduced to 15 living cultures at Labschool schools with banner stands and other media. The 15 cultures are Greeting, shaking hands, polite, courteous, greeting, smiling, spiritual, appreciative, clean, hard working, happy to give, praying for each other, respectful, punctual, and happy to learn. Apart from that, children are also provided with a *hidden curriculum* in the form of 18 life skills at Labschool, namely friendship, curiosity, effort, organization, problem solving, cooperation, caring, courage, patience, common sense, pride, flexibility, integrity, responsibility, resourcefulness, initiative, perseverance, and sense of humor. Of the 15 cultures and 18 life skills at Labschool, all of them are spread across Mading, Magazines, Standing banners, and daily life. Apart from that, it is also carried out by coaching and developing the morals of Labschool Cibubur High School students through student organizations, leadership training, extracurricular activities, and activities to strengthen Wiyata Mandala insight.

Based on the results of an interview with Mr. Fauzi, a 10th grade Islamic Religious Education Teacher at Labschool Cibubur High School, he said that it is very important to prepare students so that they are ready to receive material or stimulation that will make changes to the students' own behavior. This agrees with Thorndike's theory. Mr. Fauzi continued by giving an example of preparing students by conditioning the class before starting learning, such as ensuring students' seats are neat, ensuring clothes are neat and according to regulations, preparing textbooks and notebooks, storing things that are not related to learning Islamic religious education. or save things that will interfere with the learning process, and unite the vision that this learning is very important for them in navigating life in the future so that they become obedient servants of Allah, dutiful to their parents and have good morals in society.

Second (*Law of Exercise*) is given repetition, based on the results of researchers' observations in learning Islamic Religious Education and school activities that have Islamic Religious Education values. So the forms of activities that are carried out repeatedly include greetings, prayer before studying, Zuhr prayer in congregation, dhikr and prayer after Zuhur prayer in congregation, tadarus every Thursday morning, saving good deeds twice a week, and mandatory use of a cap. and the hijab on Fridays, it is mandatory to wear a cap when studying Islamic Religious Education (PAI), women's education. celebration of Islamic holidays (PHBI). Apart from these activities, based on the results of an interview with the 10th grade Islamic Religious Education (PAI) teacher, namely Mr. Ali Fauzi, he said that Labschool Cibubur High School also in classroom learning, children are evaluated and familiarized with evaluation activities for the morning prayer, ablution procedures, purification, reading Al-Quran, Tajwid and *Makharijul Huruf*, helping parents, procedures for interacting with the opposite sex, social media etiquette, and so on. The activities above are inserted among PAI learning materials in class.

Based on the results of an interview with Mr. Fauzi, the 10th grade Islamic Religious Education Teacher at Labschool Cibubur High School regarding the law of training, he said that apart from being familiarized or trained with the activities above, when children make mistakes they will also be punished by repeating them over and over again. a kindness with the aim that by getting used to the good the bad will disappear. Examples of children's mistakes are punished by repeating good things over and over again, such as when they speak harshly they will be asked to istghfar (ask Allah for forgiveness) 33 times, when they are late they are punished by writing and memorizing prayers to avoid being lazy and undisciplined. , and when children cheat on an exam, they are given a sanction with a zero mark and reported to their parents so they make a statement not to do it again. Hopefully, with exercises like this, children will be deterred and won't make any more mistakes in what they say and act.

Third (*Law of Effect*) namely that the stimulus-response relationship tends to be strengthened if the consequences are pleasant and tends to be weakened if the consequences are unsatisfactory. An action that is accompanied by pleasant consequences tends to be retained and will be repeated next time (Shahbana et al., 2020, p. h. 27). Based on the results of observations, Labschool Cibubur High School students carry out activities such as: Greetings to teachers or friends, prayers before studying, zuhur prayers in congregation, zikir and prayers after zuhur prayers in congregation and others are done without pressure or have become a tradition that is done without orders from the teacher.

For the stimulus response, Mr. Fauzi said that every teacher at Labschool Cibubur High School must really care about each student's condition and response attitude. When

children do good things, teachers are obliged to give appreciation by appreciating them, praising them and giving good marks and conversely, if children do not do what they should, they must be called out, understand their condition and find out the cause of the problem so that the children do not feel blamed. and want to change by themselves, such as if someone is late, then apart from carrying out educational punishments by writing verses from the Koran or prayers, they are also invited to discuss and communicate about the reasons and causes of why they are late, hopefully with that the problem will be answered with a solution and awareness, as well as other activities such as long hair, tight pants, short skirts, not doing assignments and activities that violate other rules, so apart from getting educational punishments, children must also be affirmed and invited to communicate in solving the problem.

Based on the findings from interviews and observations, the researcher provides an analysis that the programs and culture that Labschool Cibubur High School has been implemented following Edward Thorndike's Behavioristic theory, known as Connectionism theory, so in theory, it can be confirmed that the Behavioristic learning theory of Islamic Religious Education (PAI) in high school Labschool Cibubur has been conceptualized and is running very well.

D. Conclusion

From the experiments carried out, Thorndike stated that human learning behavior is determined by stimuli in the environment so that it can cause a reflex response. Thorndike concluded that the response to leaving the cage was gradually associated with a stimulus in a trial and error process. Thorndike's behavioral learning theory, connectionism, has been applied at Labschool Cibubur High School, especially in PAI activities, because this theory is felt to be suitable as a reference and support in achieving the vision and mission goals of Cibubur Labschool High School, which pays special attention to the faith, character and morals of students. Efforts to apply the theory. This involves implementing aspects of preparation, providing stimulus as well as exercises and repetition. The application of Edward Thorndike's behavioristic theory can produce changes in student behavior for the better in the form of increased motivation, the realization of discipline, and consistent behavior.

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