


Implementation of Behavioristic Theory in Forming Students' Disciplinary Character in PAI Learning at SDN 1 Taman Ayu

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Abstract

Disciplinary character helps students to develop self-control, and helps students recognize wrong behavior and then correct it. A learning theory that prioritizes change in the form of changes in knowledge, skills or attitudes is Behavioristic learning theory. The aim of this research is to find out how behavioristic theory is implemented in forming students' disciplined character in PAI learning at SDN 1 Taman Ayu. This type of research is descriptive research with a qualitative approach, data collection techniques used in the form of observation, interviews and documentation. Data analysis techniques include data reduction, data presentation, drawing conclusions and verification. This research was conducted at SDN 1 Taman Ayu. Based on the research results, it was found that the application of behavioristic theory to PAI learning has been implemented well in accordance with the principles contained in behavioristic theory by increasing stimulus so that it can produce the desired response. In the application of behavioristic theory at SDN 1 Taman Ayu, the disciplined character of students that is formed includes: 1) students enter the class according to the specified time, 2) Students obey the class rules, in this case the rules are that the teacher does not start the learning process during class not yet clean, 3) Be orderly in following the learning process, 4) Maintain cleanliness and order in the classroom, 5) Complete teacher orders according to the time given, and 6). Collect assignments on time.

Keywords: Disciplinary Character, Behavioristic Theory, Application of Behavioristic Theory

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INTRODUCTION

One of the character values that needs to be instilled in students is the character of discipline (Addawiyah & Kasrیمان, 2023). Disciplinary character is the willingness to comply with applicable provisions or regulations. Compliance here is not due to coercion, but compliance based on awareness of the value and importance of obeying regulations. Discipline shows a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience, compliance, loyalty, regularity and order (Dole, 2021). Discipline is also defined as actions that show orderly behavior and compliance with regulations (Rahmat et al., 2017).

It is important for students to have disciplined character so that other good character values emerge. Disciplinary character helps students to develop control over

themselves, and helps students recognize wrong behavior and then correct it (Rahmat et al., 2017). The importance of strengthening the value of disciplinary character in schools is based on the reason that there is a lot of student behavior in schools that is contrary to disciplinary norms. Examples include coming to school not on time, leaving home without arriving at school, leaving school without permission, not wearing a school uniform as stated in the school rules, throwing rubbish carelessly, scribbling on walls or school infrastructure, collecting assignments incorrectly. time, not participating in extracurricular activities, not participating in religious activities, honest behavior in speaking, fighting, cheating, bullying, theft, student discipline in obeying school rules and other negative student behavior (Hartini, 2018). These problems are the basis for the importance of forming disciplined character in students.

Student behavior is formed and influenced by various factors, including family, environmental and school factors (Hartini, 2018). School is a means of forming good character for students, including the formation of disciplined character. To be able to form good character in students, schools should develop three important aspects, namely moral knowing (moral knowledge), moral feeling (moral feelings) and moral action (moral behavior). All student behavior, including disciplinary character, comes from the learning process (Fidienillah, 2024). Therefore, the use of appropriate learning theories that can form good character, including disciplined character, is very necessary.

A learning theory that prioritizes change in the form of changes in knowledge, skills or attitudes is Behavioristic learning theory (Fidienillah, 2024). Behaviorist learning theory sees learning as a change in behavior. A person is considered to have learned if he is able to show changes in behavior. The behavioristic approach recognizes the importance of stimulus input and response output in the learning process. This theory focuses on the formation of behavior based on the relationship between observable stimuli and responses, without linking it to consciousness or mental construction (Huda et al., 2023). Behavioristic learning theory prioritizes activities that improve student behavior (Muhammad Dhori, 2021) Therefore, one method for overcoming student discipline problems is to integrate behavioristic learning theory into the education system. The behavioristic approach focuses on changing behavior, so that it can be the right solution to overcome student discipline problems (Fidienillah, 2024).

Previous research was conducted by Fathiah Fahmi with the title Application of behaviorist learning theory to shape the disciplined character of elementary school students. In this research, researchers used literature studies with research results that show that behaviorist theory can be used in teaching in schools, and is proven to be able to overcome discipline problems and encourage good learning. effective in elementary schools (Fidienillah, 2024). The difference in this research lies in the research method used. Other previous research was conducted by Faridatul Husna, et al. with the title implementation of behavioristic theory in the habit of reading prayers *at ra dzarotul mutmainnah* setu South Tangerang (Husna et al., 2020). There are several previous studies that focused on the application of behavioristic learning theory in learning and used literature study research methods (Shahbana et al., 2020).

Based on the description above, researchers are interested in conducting a study related to "Implementation of Behavioristic Theory in the Formation of Students' Disciplinary Character in Islamic Education Learning at SDN 1 Taman Ayu". The aim of this research is to find out how behavioristic theory is implemented in forming students' disciplined character in PAI learning at SDN 1 Taman Ayu.

METHOD

This research uses qualitative research with a descriptive approach. Qualitative research is research based on phenomenology (Usop, 2019). Meanwhile, the descriptive approach is research that aims to show facts or events systematically and correctly

(Ramdhan, 2021). In this research, researchers conducted research at SDN 1 Taman Ayu on 24 class VI students. Researchers conducted research from September to October.

Data collection techniques in this research include observation, interviews and documentation (Pahleviannur et al., 2022). In the interview process, the researcher interviewed the PAI teacher, namely Gita Permata Safitri S.Pd, and several class VI students, with the aim of obtaining information related to the learning process in implementing behavioristic theory in Islamic religious education learning in class VI Taman Ayu 1 State Elementary School. Then the researcher made observations during the learning process by recording some information related to the research process. Observations were carried out to observe the learning process at this school. Through direct observation, researchers can find out the context of data in different situations, so they can get a broad picture. Finally, documentation is a search process by looking at data sources that can be seen through existing documents. Documentation can be obtained from the field when conducting research, such as books, photos and data relevant to the research focus (Waruwu, 2023). Data analysis techniques include data reduction, data presentation, drawing conclusions and verification (Citriadin, 2020).

RESULTS AND DISCUSSION

Based on the results of interviews conducted by researchers with PAI teachers at SDN 1 Taman Ayu, Mrs. Gita said that PAI learning at SDN 1 Taman Ayu applies behavioristic theory. Based on the results of observations, several findings were obtained as follows:

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In the learning process, the researcher made observations related to the application of behavioristic theory, the learning steps carried out by the PAI teacher at SDN 1 Taman Ayu, were as follows:

1. The teacher enters the class according to the learning time
2. Students say hello
3. The teacher gives directions to students to tidy up their seats according to the situation during the lesson, directs students to look around the seat to see if there is rubbish or not, then directs students to put their clothes in if they haven't already.
4. Teachers and students pray together before the learning process begins.
5. The teacher takes attendance to find out which students are present during PAI class hours.
6. The teacher conveys the learning objectives.
7. The teacher gives several questions about the learning material (Halal and Haram Law material) for all students to get an initial picture of the students' abilities regarding the learning material.
8. The teacher gives appreciation to students who are able to answer questions.
9. The teacher distributes learning books, each student gets one learning book.
10. The teacher gives students 15 minutes to read the meaning of halal and haram.
11. The teacher asks students questions related to the lesson material they have read.
12. Students who can answer are given verbal appreciation, while students who cannot answer are explained again to material that the teacher has not yet understood.
13. The teacher gives some examples of halal and haram in everyday life.
14. Students are given the task of writing down 3 examples of halal and haram that they often encounter in everyday life.
15. Students submit their assignments to the teacher.
16. The teacher gives a warning to students who do not do their assignments.

17. The teacher provides opportunities for students to provide conclusions regarding the learning material that has been studied.
18. The teacher directs students to pray after learning.
19. Learning ends when students say hello to the teacher.

Behavioral learning theory in its application assumes that learning is the result of the interaction between stimulus and response or stimulus and response. An individual is considered to have learned if he can show changes in his behavior. This theory considers that what is important in the learning process is input in the form of stimulation (stimulus) and results in the form of response (response). Stimulus is stimulation carried out by the teacher while response is a response to the stimulus given by the teacher himself. the stimulus given by the teacher and the response received by students can be measured and observed (Muhammad Fadhil Alghi Fari Majid & Suyadi, 2020).

The application of behavioristic theory at SDN 1 Taman Ayu has been carried out well, this can be proven by the stimuli given by the teacher during the learning process, and the responses given by the students. Researchers can observe stimuli in several activities including: the teacher gives directions, the teacher gives questions before learning begins, the teacher distributes learning books, the teacher gives practice questions until the teacher gives students the opportunity to conclude the learning results. Meanwhile, the responses given by students as a result of the stimulus provided are in the form of observable behavior, including: students are able to answer questions given by the teacher, students are able to obtain learning materials from the teaching materials that have been prepared. When students are able to respond in accordance with the learning plan that has been prepared by the teacher, the teacher provides positive reinforcement by giving appreciation in verbal form. Likewise, when students have not shown the desired response, the teacher provides negative reinforcement in the form of a warning to the student concerned.

The above is in accordance with the steps that must be considered in applying behavioristic theory, including: The application of behavioristic learning theory in education according to (Wiyani & Irham, 2015) can be seen in several things, including: (1) ready-to-use teaching materials; (2) teaching materials are arranged hierarchically, from simple to complex and complex; (3) learning is directed at measurable and observable results in the form of desired behavior; (4) repetition and practice are used to form habits; (5) when desired behavior appears, positive reinforcement is given and less desirable behavior receives negative reinforcement. Behavioristic learning theory tends to direct students to think. The view of behavioristic learning theory is that it is a formation process, namely bringing students to achieve certain targets, so that students are not free to be creative and imaginative. Learning directed at behavioristic learning theory views knowledge as a goal, so that learning is the acquisition of knowledge, while teaching is the transfer of knowledge to students. Therefore, students are expected to have the same understanding of the knowledge being taught. This means that what the teacher explains is what the students must understand.

PAI teachers at SDN 1 Taman Ayu consistently apply the principles **behavioristic learning theory** in learning activities, especially in forming habits of good behavior that are in accordance with the teachings of the Islamic religion. Some behavioristic techniques in the form of stimulus-response that were found are as follows:

1. **Positive Reinforcement:** Teachers give praise, awards in the form of stickers, and verbal praise to students who show good behavior, such as doing assignments on time, maintaining cleanliness, following lessons well, or

practicing religious values such as reading prayers before and after studying (Khodijah, 2015).

2. **Negative Reinforcement:** Negative reinforcement is used by teachers to reduce undesirable behavior. For example, teachers give light warnings to students who are late in doing assignments or do not follow school rules (Rianti & Mustika, 2023).
3. **Hukuman (Punishment):** Light punishment is applied in the form of a warning or deduction of points for students who violate school rules, such as speaking impolitely or not following lessons well. However, punishment is more directed at providing awareness of behavior that must be corrected (Wijiastuti, 2017).

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The application of behaviorist theory to PAI learning at SDN 1 Taman Ayu, based on the results of an interview with one of the students (Mega) said that: in the learning process Mega always entered the class right when the bell rang, this was because Mrs. Gita as the PAI teacher did not never started the learning process late. Aditia also said the same thing that before starting the learning process, all students were also directed to clean their seats if there was still rubbish, tidy up their seats, and do their homework and collect it on time.

Based on the results of observations during the learning process, the application of behavioristic theory unintentionally has an impact on the formation of students' disciplinary character, among the disciplinary characters formed are:

1. Students enter the classroom right after the bell rings.
2. Students obey the class rules, in this case the rules are that the teacher does not start the learning process when the class is not clean.
3. Be orderly in following the learning process.
4. Maintain cleanliness and order in the classroom.
5. Complete the teacher's orders according to the time given, and
6. Collect assignments on time.

The learning theory that influences changes in student behavior is behavioristic learning theory (Prasetyo, 2023). The results of this research indicate that the application of behavioristic theory at SDN 1 Taman Ayu is quite effective in shaping student discipline and obedience behavior. The positive reinforcement provided by the teacher succeeded in encouraging students to behave in accordance with Islamic teachings, such as doing assignments well, maintaining cleanliness, and submitting assignments on time, as well as starting and ending learning by praying. This is in line with behavioristic principles which emphasize the importance of reinforcement. to reinforce desired behavior through stimulus and response. (Zainiyati, 2010).

The application of behavioristic theory to PAI learning at SDN 1 Taman Ayu has implications for the formation of students' disciplined character, including: students entering the classroom on time, students obeying the rules that have been set, starting and ending learning by praying, and collecting assignments appropriately. time. This is obtained through reinforcement provided by the teacher.

In the context of learning in elementary schools, the application of behavioristic learning theory can be an effective basis for developing positive behavior and attitudes in students. This is because elementary school students are still in the developmental stage and do not yet have full control over their behavior. In applying behavioristic learning theory, positive reinforcement is an effective strategy. Positive reinforcement can increase student motivation to demonstrate desired behavior. Positive reinforcement is the process of giving gifts or rewards to students after they demonstrate the desired behavior or practice the character values taught

(Fidienillah, 2024). At SDN 1 Taman Ayu positive reinforcement is given by the teacher when students are able to show the desired character in the form of appreciation in the form of a lisa.

However, the weakness of applying behavioristic theory is that the resulting behavioral changes are often external and not always based on internal motivation. When the stimulus (reinforcement or punishment) is removed, there is a possibility that students will return to old behavior, especially if internal awareness has not been formed (Firmansyah & Saepuloh, 2022).

CONCLUSION

Based on research that has been carried out regarding the implementation of behaviorist theory in forming students' disciplined character in PAI learning at SDN 1 Taman Ayu, it can be concluded that SDN 1 Taman Ayu has applied behaviorist theory in PAI learning. In applying behavioristic theory, teachers apply it in accordance with the principles contained in behavioristic theory by increasing stimuli so that they can produce the desired response. In the application of behavioristic theory at SDN 1 Taman Ayu, the disciplined character of students that is formed includes: 1) students enter the class according to the specified time, 2) Students obey the class rules, in this case the rules are that the teacher does not start the learning process during class not yet clean, 3) Be orderly in following the learning process, 4) Maintain cleanliness and order in the classroom, 5) Complete teacher orders according to the time given, and 6). Collect assignments on time.

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