Analysis of the Behaviorist Learning Theory Approach and Its Implications in PAI Learning

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Abstract

This study aims to describe and analyze the application of behavioristic learning theory in learning Islamic religious education and find out what the impact of behavioral changes that occur in learning Islamic religious education is after the application of behavioristic learning theory. This research uses the type of field research. While the approach of this research is qualitative. The subjects in the study were Islamic Religious Education teachers and students at Madrasayah Aliyah Negeri 1 OKU Timur. Data collection techniques were taken using observation, interview, and documentation techniques. Furthermore, the data that has been obtained is carried out using Miles and Hubermen qualitative data analysis, which includes the stages of data reduction (data reduction), data display (data presentation), and conclusion drawing/verification (conclusion drawing and verification). The results obtained in this study: 1) The application of Islamic religious education learning with the Behavioristic theory approach has been running, namely through the reward, punishment, and reinforcement methods. 2) The impact of learning this behavioristic theory can be seen from the embedded moral values that students have applied in their daily lives, both in the school environment and in the community environment, which includes polite behavior to parents and fellow friends, diligent worship, can distinguish praiseworthy and disgraceful attitudes, tolerant, honest, responsible, disciplined, helping each other, and friendly.

Keywords: Behavioristic Theory; Implications; Islamic Religious Education.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan

menganalisis penerapan teori belajar Behavioristik dalam pembelajaran Pendidikan Agama Islam serta mengetahui seperti apa dampak dari perubahan perilaku yang terjadi dalam pembelajaran Pendidikan Agama Islam setelah diterapkannya teori belajar behavioristik. Penelitian ini menggunakan jenis penelitian lapangan (*field research*). Sedangkan pendekatan penelitian ini adalah kualitatif. Adapun subjek dalam penelitian adalah guru Pendidikan Agama Islam dan peserta didik di Madrasayah Aliyah Negeri 1 OKU Timur. Teknik pengumpulan data diambil menggunakan teknik observasi, wawancara, dan dokumentasi. Selanjutnya data yang telah diperoleh dilakukan dengan menggunakan analisis data kualitatif Miles and Hubermen yang meliputi tahapan data *reduction* (reduksi data), data *display* (penyajian data), *conclusion drawing/verification* (penarikan kesimpulan dan verifikasi). Hasil yang diperoleh dalam penelitian ini: 1) penerapan pembelajaran Pendidikan Agama Islam dengan pendekatan teori Behavioristik sudah berjalan, yaitu melalui metode *reward*, *punishment*, dan *reinforcement*. 2) Dampak pembelajaran teori behavioristik ini dapat dilihat dari tertanamnya nilai-nilai akhlak yang telah peserta didik terapkan di dalam kehidupan sehari-harinya, baik berada dilingkungan sekolahan maupun ataupun dilingkungan masyarakat, meliputi perilaku yang sopan pada orang tua dan sesama teman, rajin beribadah, bisa membedakan sikap terpuji dan tercelah, bertoleransi, jujur, bertangung jawab, disiplin, saling tolong-menolong, dan ramah tamah.

Kata Kunci: Teori Behavioristik; Implikasi; Pendidikan Agama Islam.

A. Introduction

Currently, the changing times bring various changes in understanding the essence of learning. Learning plays a critical role in the context of human life. Increased practice results in a relatively permanent change in potential behavior (Lay et al., 2022). Some people consider success in the learning process when an individual acquires skills in reading, writing, memorizing lesson materials, and answering questions. In the world of education, "learning" is a knowledge concept that is widely implemented by teachers (S. S. Salsabila & Gumiandari, 2024). Someone who plays the role of an educator strives to convey information to their students earnestly.

Education is a conscious effort made by humans to develop the full

potential of the next generation in accordance with the goals and meaning of Islamic education. The purpose and meaning of education are to create individuals who possess intellectual, spiritual, and emotional faculties (Hadi & Sari, 2022). Related to the teaching and learning process, it should be noted that the knowledge acquired and the improvement of that knowledge are only a small part of the activities that shape a complete personality. As educators, teachers have certainly made every effort to educate and guide their students, one of which is by establishing classroom rules according to the learning styles they prefer. The way a teacher defines learning and what the teacher understands about it have important implications.

In the learning process, there is something called learning theory. Learning theory provides a curriculum with controlled teaching strategies and techniques (Fithriyah, 2024). Learning theory is a step that can help teachers absorb and transfer knowledge to their students (Lubis et al., 2024). There are many learning theories, but some teachers frequently utilize four specific theories: behavioral learning theory,

cognitive learning theory, constructivist learning theory, and humanistic learning theory (Wibowo, 2020). It is crucial to conduct research on learning theories. Many learning theories are discussed in relation to their application in various disciplines. However, here the researcher adopts the learning behavioristic learning theory. One of them is the study conducted by Wulandari & Prasetiyo (2023), where it focuses its study on behaviorist theory. The results show that behaviorist theory is focused on learning outcomes.

Behaviorism is a learning theory that views changes in individual behavior as a result of the interaction between stimulus and response during the learning process (Permana & Asna, 2025). So, the change in student behavior, which is the result of the interaction between stimulus and response, is the result of applying behaviorist theory in the teaching and learning process. Students are said to have completed the lesson if they have demonstrated more effective performance in daily activities (Setiawan et al., 2021). According to behaviorist theory, learning outcomes can be analyzed objectively, evaluated, and

assessed (Mahdhalena et al., 2023). As a result, there will be positive feedback that can be evaluated through feedback that is clearly visible during the learning process. The study is one of the components of learning theory; however, there are noticeable differences in the theories examined, indicating that in this research, the researcher analyzes multiple theories and not just one theory.

B.   Methods

The type of research used in this study is field research, which aims to study the current state deeply, individual interactions, social interactions, groups, institutions, and society. Meanwhile, the approach of this research is qualitative, which seeks to reveal holistically by describing through non-numeric language within a natural context and paradigm (Sugiyono, 2019). The subjects in the study are Islamic Religious Education teachers and students at Madrasah Aliyah Negeri 1 OKU Timur. The data sources in this study consist of primary and secondary data sources. Primary data sources are data sources that are explored in research, consisting of primary data sources in the form of words and actions,

as well as additional data sources in the form of documents. Sources and types of data consist of data and actions, written data sources, photos, and statistics (Moleong, 2017). In this research, the primary data source is the data obtained through interviews and observations. Meanwhile, secondary data sources are additional data sources beyond words and actions, namely written data sources obtained from official documents, diaries, and so on, or records of an event or records that are far removed from the original source (Fiantika et al., 2022). The secondary data obtained by the researcher in this study are data obtained directly from relevant parties and various other literature related to the research discussion. The data collection techniques are observation, interviews, and documentation. Observation is used to watch the learning process by applying behaviorist learning theory and the behavioral changes that are evident after the application of behaviorist learning theory. Islamic Religious Education teachers conduct interviews to gather data on behavioristic learning through face-to-face question-and-answer sessions. Documentation involves a literature review related to

behavioristic learning theory and the affective outcomes of students. Next, we analyze the obtained data using Miles and Huberman's qualitative data analysis, which includes the stages of data reduction, data display, and conclusion drawing/verification. Data reduction is carried out by selecting and filtering each piece of data. Data presentation begins with organizing complex information into a systematic and organized form so that its meaning can be more easily understood through a descriptive narrative. The conclusion is drawn by comparing the respondents' statements with the meaning contained in the research problem conceptually.

C. Result and Discussion

The results of this research will present findings on the relevance between existing learning theories and Islamic religious education. The learning theories referred to are behavioristic learning theory. The following discussion will elaborate on the concepts and various types of behavioristic learning theories, their implications in education, and the advantages and disadvantages of their implementation in teaching:

1. The concept of Learning

Theory The concept of learning theory has many definitions related to it. Experts have provided several perspectives on the definitions of learning theory.

Hilgard & Bower define learning as a deliberate process that brings about changes from a previous state. In fact, after the learning process is carried out by someone, it tends to result in better changes (Hatija, 2023). Learning is a cognitive process, and education can also lead to changes in their behavior, whether gradual or not. Sunaryo (2004) This statement suggests that learning involves a transformative process within individuals. According to Djamarah in (Hatija, 2023) Learning is the involvement of both the mind and body in the learning process that will result in changes. Meanwhile, according to Permana & Asna (2025). Learning is a process of changing activities and reactions to the environment where a behavior emerges or changes in response to a situation. The changes in activities referred to include knowledge, skills, and behavior. The change is obtained through experience (practice) rather than by itself changing maturity or a

temporary state. This means there is a process of transforming materials (which can take the form of skills) into knowledge or skills with a broader or higher quality level (Hapudin, 2021). From the perspective of educational psychology, for example, learning theory can be defined by stating that it is a description of the learning process undergone by an individual and is referred to as a method. Based on these findings, this learning theory is a method of instruction.

Based on the findings of the experts above, learning theory is a method used in the educational process to calm behavior in a peaceful manner through the active participation of students and teachers. Therefore, learning theories are an important component in the educational process in general and can be applied to various disciplines or fields of study based on the skills possessed by students in the educational process. These learning theories are quite numerous when examined further. These theories include the learning theories of Ahmadani, Djamarah, R. Hilgard, Permana & Asna, and Hapudin. However, educators often divide the most well-known learning

theories into four categories: behaviorism, cognitivism, constructivism, and humanism. These four theories are indeed the most widely applied in education, and they serve as references for the development of subsequent theories related to learning, which are adopted, duplicated, and developed, giving rise to new theories in the field of education related to learning theories. Besides being learning theories, behaviorism, cognitivism, constructivism, and humanism are also known as schools of thought in philosophy.

2. Implementation of Behaviorist Learning Theory in Islamic Religious Education

Learning theory Behaviorism is a learning theory that views changes in individual behavior as a result of the interaction between stimuli and responses during the learning process (Semium, 2020). The relationship between stimulus and response occurs because interaction with the environment causes changes in behavior and conduct (Suputra, 2023). Thus, this behavioristic communication theory places more emphasis on improving individual behavior for the better. Thus, it can be understood that changes in student

behavior, which result from the interaction between stimulus and response, are the outcome of applying behaviorist theory in the teaching and learning process. Students are said to have completed the lesson if they have demonstrated more effective performance in daily activities.

The behaviorist learning theory is very important to apply in the learning process and has been implemented by educators both directly and indirectly. Basically, behaviorist learning theory is a theory that emphasizes behavior toward learners ('Alin Nur Salsabila et al., 2025). The learning process using behaviorist theory means that humans are guided to be more responsive to the given stimuli, which then results in positive behavior. In the academic realm, there are several general principles that must be understood, namely (Abdiyantoro et al., 2023): 1) This theory argues that learning is a change in behavior. 2) This theory argues that the urgency of learning is the occurrence of stimuli and responses because this can be observed, 3) Reinforcement is anything that can strengthen the supportive response; the more

reinforcement there is, the stronger the response will be.

The interviews and observations showed that Islamic religious education is being taught using behavioristic learning theory, which includes methods like rewards, punishments, and reinforcement. (Yuliana & Ummya, 2023). The three aforementioned learning methods influence changes in student behavior during the learning process. According to Aflizah et al. (2024) Students use rewards as a form of motivation or as a reward for good results or achievements, which they find pleasing. The application of the reward aspect in the Islamic Religious Education learning activities at Madrasah Aliyah Negeri 1 OKU Timur: teachers give appreciation to students who diligently and enthusiastically participate in lessons in the form of giving grades. According to Anggraini et al (2019) The provision of rewards can provide stimulation and encourage students to achieve prizes. Unbeknownst to them, students receive rewards and achieve optimal learning outcomes.

Punishment is an action given by educators to students who have made mistakes, with the aim that the students

will not repeat them and will correct the mistakes they have made. Punishment in English (John M. Echols and Hasan Shadily) comes from the word "punishment," which means law (penalty) or torture. Punishment is one of the educational tools that is also necessary in education. Punishment is given because of violations, crimes, and mistakes made by students. Punishment in the context of education is intended as a pedagogical effort toward improvement (Saifullah, 2021).

Nursyamsi (2021) saying Punishment is a form of procedure or action given to individuals or groups for mistakes, violations, or crimes committed in the form of negative reinforcement or suffering to educate and improve behavior so that it does not happen again in the future. We hope that the imposition of punishment will help individuals or groups who have made mistakes understand the consequences of their actions. This aims to help individuals and groups become more careful and wise when making decisions about their actions. Punishment serves not only as retribution or revenge but also as an educational tool to encourage better behavioral changes. Thus, it is

hoped that the mistakes made can become valuable lessons, making them more sensitive to the impact of every action taken. The imposition of appropriate sanctions can have a deterrent effect, encouraging students to think more carefully before taking action. Additionally, such action also serves to uphold the rules in the madrasah so that violations do not recur. With clear and fair punishments, it is hoped that collective awareness can be created regarding the importance of being responsible for one's actions, as well as building a more orderly environment that respects the rules in the madrasah.

According to Avionita et al (2023), the aspect of punishment aims to prevent students from repeating prohibited actions. The teacher warns the child not to repeat the behavior and explains the reasons and consequences of why it is not allowed. Students who do not complete their assignments face punishment in Islamic religious education at Madrasah Aliyah Negeri 1 OKU Timur. Once or twice, we give them a warning; if they do not complete their assignments for the third time, the students are given a deterrent effect by

being instructed to complete their assignments in the office. This approach motivates the children to persist in completing their assignments. In addition, the imposition of punishment in the form of advice and guidance, giving stern warnings, cleaning school or classroom rooms, assigning additional tasks, and memorizing short verses or chapters to students will motivate them to continuously improve their academic performance. This is in line with the research. Sakinah et al (2024) Punishment is applied to create an impact that weakens the response or reduces its occurrence in the future. Punishment will make students regret their wrongdoing.

Next, the teacher carries out the reinforcement aspect of learning by praising students who can respond to the questions (Siahaan & Meilani, 2019). Thus, it will inspire and motivate students to actively participate in Islamic religious education learning activities.

In this case, the behavioristic concept views that individual behavior is a result of learning that can be changed by manipulating and creating learning conditions, supported by various reinforcements to maintain the desired behavior or learning outcomes. According to Murniyati & Suyadi (2021) Reinforcement can provide an increase or strengthen behavior that is likely to result in a response at a future time.

The application of behaviorist learning theory in Islamic religious education is seen from the change in students' behavior after participating in learning influenced by the environment. The reward method can facilitate the application of learning that aims to change students' attitudes and behavior. For example, high-achieving students are given rewards and recognition, both in the form of grades and other forms. The application of behaviorist learning theory in Islamic religious education is very important to be realized. Behavioral changes can be realized if stimuli and repetition are frequently applied (Zahra & Rizal, 2024). According to Dona et al (2024) research, Islamic religious education primarily depends on behaviorist learning theory. This conclusion is evident from how we can change students' behavior for the better. Almost all competencies use behaviorist learning theory, starting with aqidah, which involves instilling correct attitudes in students, and then fiqh,

which teaches students how to perform prayers correctly, such as the procedure for performing the funeral prayer. Other aspects also lean more toward behaviorist learning theory.

3. The Impact of Behaviorist Learning Theory on Islamic Religious Education

Essentially, learning not only focuses on improving cognitive skills, but also aims to transform the affective aspect. According to Arifin (2017) which states that learning is a process of behavioral change in an organism caused by an experience. Students undergo behavioral changes as a result of their learning (Rustin & Ekasari, 2021). This is in line with the behaviorist theory, which considers that the most important aspect of learning is the presence of input (stimulus) and output (response). Stimulus is the stimulus provided by the teacher, while response is the reaction to the stimulus given by the teacher themselves. The process that occurs between stimulus and response does not need to be observed because it cannot be measured, but the stimulus and response can be observed (Damayanti et al., 2023). Therefore, the stimulus given by the teacher and the response received by

the students can be measured and observed.

Based on the results of interviews and observations, it was found that the impact of behavioristic learning can be seen in the internalization of moral values that students apply in their daily lives, both in the school environment and in society, which includes always being polite to parents and peers, diligent in worship, able to distinguish between commendable and reprehensible attitudes, tolerant, honest, responsible, disciplined, helpful, and friendly. In the learning process, the provision of rewards and punishments has a significant impact on moral changes for the better. Rewards and punishments are one of the educational tools that play an important role in disciplining and regulating students in the classroom learning environment. In addition, the impact of Islamic religious education learning through reward and punishment also influences the students' enthusiasm, boosting their motivation to learn, especially in Islamic religious education. The motivation of the students is evident after the teacher gives appreciation to the diligent and enthusiastic students by awarding them grades. The enthusiasm

of the students is evident when the teacher provides stimuli that make the students eager to learn. This can also be said after the learning using behaviorist learning theory made the students more active, and the students responded well to the learning.

According to Habsy et al.'s research from Habsy et al (2023), the application of behaviorist learning theory leads to behavioral changes in students, such as increased motivation for learning, active participation, response to learning, and tolerance. Psychologically, a person needs motivation or encouragement when they are about to do something (Akbar Abbas, 2023). In Islamic religious education, its application involves teachers offering encouragement and motivation to students who may lack enthusiasm or motivation to learn. Islamic education teachers also provide encouragement so that students become interested or motivated in Islamic studies. According to Prijanto & Kock (2021) The success of changes in student behavior can be observed by the extent to which teachers provide stimuli to students in the form of teaching methods. This approach also considers that learning outcomes are

obtained from the formation of observable behavior.

Figure 1. Implementation of behavioristic theory in Islamic religious education values (*Source*: Madrasah Aliyah Negeri 1 OKU Timur)

D.   Conclusion

The implementation of Islamic Religious Education learning with a behavioristic learning theory approach has been carried out, among others, through reward, punishment, and reinforcement methods. With these three learning methods, they influence the change in students' behavior in participating in the Islamic Religious Education learning process. The reward aspect in Islamic Religious Education learning activities involves teachers giving appreciation to students who are diligent and enthusiastic in participating in the lessons, with the appreciation being in the form of grades. Meanwhile, in the aspect of punishment in learning, it is implemented in the form of giving

advice, guidance, issuing stern warnings, cleaning the school or classroom, assigning additional tasks, and memorizing short surahs or verses along with their meanings to the students. The aspect of reinforcement in Islamic Religious Education is implemented in the form of praising students when they can answer questions (quizzes) given by their teacher.

The impact of behavioristic learning can be seen in the ingrained moral values that students apply in their daily lives, both in the school environment and in the community. This includes behaviors such as politeness towards parents and peers, diligence in worship, the ability to distinguish between commendable and reprehensible attitudes, tolerance, honesty, a sense of responsibility, discipline, mutual assistance, and friendliness. Furthermore, the application of behaviorist theories such as reward, punishment, and reinforcement in Islamic Religious Education significantly enhances student enthusiasm and motivates them during the learning process. The studentsmotivation is evident after the teacher gives appreciation to the diligent and enthusiastic students by awarding them grades. The students' enthusiasm is evident when the teacher provides stimuli that make them eager to learn. This can also be said after the learning using behaviorist learning theory made the students more active, and the students responded well to the learning.

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