

THE APPLICATION OF BEHAVIORISTIC THEORY AND ITS IMPLICATIONS IN ISLAMIC RELIGIOUS EDUCATION

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Abstract

Islamic education requires an effective approach to shaping students' character and behavior, one of which is through behaviorist learning theory, which emphasizes the relationship between stimulus and response. Although widely used, the application of this theory in the context of Islamic Religious Education (PAI) still faces various challenges, such as a lack of student creativity and suboptimal reinforcement that supports positive behavioral change. This study aims to analyze the implications of behaviorist theory in Islamic Religious Education (PAI) learning and identify its advantages and disadvantages. The type of research is library research using content analysis techniques. Data were collected from written sources related to behaviorist theory and PAI learning, then analyzed systematically. The results show that behaviorist theory is effective in shaping student behavior and discipline, but tends to limit the space for creativity and innovation. The main obstacles include a lack of teacher motivation and adequate facilities. In conclusion, this theory is relevant for implementation, but needs to be combined with other approaches to make the learning process more enjoyable and sustainable.

Keywords: Behaviorism, Implications, Learning, Islamic Education, Learning Theory

Abstrak

Pendidikan Islam memerlukan pendekatan yang efektif untuk membentuk karakter dan perilaku peserta didik, salah satunya melalui teori belajar behavioristik yang menekankan hubungan stimulus dan respon. Meskipun banyak digunakan, penerapan teori ini dalam konteks Pendidikan Agama Islam (PAI) masih menghadapi berbagai tantangan, seperti kurangnya kreativitas siswa dan kurang optimalnya penguatan yang mendukung perubahan perilaku positif. Penelitian ini bertujuan menganalisis implikasi teori behavioristik dalam pembelajaran PAI serta mengidentifikasi kelebihan dan kekurangannya. Jenis penelitian adalah kepustakaan (*library research*) dengan teknik analisis konten. Data dikumpulkan dari sumber-sumber tertulis terkait teori behavioristik dan pembelajaran PAI, kemudian dianalisis secara sistematis. Hasil menunjukkan bahwa teori behavioristik efektif dalam membentuk perilaku dan disiplin siswa, namun cenderung membatasi ruang kreativitas dan inovasi. Kendala utama meliputi kurangnya motivasi guru dan fasilitas yang memadai. Kesimpulan, teori ini relevan untuk diterapkan, tetapi perlu dikombinasikan dengan pendekatan lain agar proses pembelajaran lebih menyenangkan dan berkelanjutan.

Kata Kunci: Behavioristik, Implikasi, Pembelajaran, Pendidikan Islam, Teori Belajar

PENDAHULUAN

The changing times have brought about various changes in the meaning of learning. Learning plays an important role in the context of human life. Kimble, in Hergenhahn & Olson (1993), attempts to explain that learning is “a relatively permanent change in the possibility of behavior resulting from increased practice.” Some people consider the learning process successful when someone acquires skills in reading, writing, memorizing subject matter, and answering questions. In the world of education, “learning” is a concept of knowledge that is widely implemented by teachers.

A teacher who acts as an educator strives to convey information to their students earnestly. In relation to the teaching and learning process, it is important to note that the knowledge acquired and the improvement of that knowledge are only a small part of the process of shaping a well-rounded personality. As educators, teachers have certainly made every effort to educate and guide their students, one of which is by establishing rules in the classroom in accordance with their preferred learning style. The way teachers define learning and what they understand about learning has very important implications.

In the learning process, there are learning theories that form the basis for the implementation of learning. Therefore, learning theories provide a curriculum framework with controlled teaching strategies and techniques. Learning theory is a step that can help teachers absorb and transfer knowledge to their students. Basically, there are many learning theories, but some teachers often use four main theories, namely behavioral learning theory (behaviorism), cognitive learning theory, constructivist learning theory, and humanistic learning theory.

Education is a transformative process in which individuals experience behavioral changes as a result of experience (Nahar, 2016). The concept of successful learning is often identified with a person's ability to master basic skills such as reading, writing, memorizing material, or answering questions. However, learning actually goes beyond that, as it encompasses holistic changes in individuals, both in cognitive, affective, and psychomotor aspects (Setyaningsih & Suryani 2022). In the context of modern education, various learning theories have been developed and applied to help educators and students achieve learning objectives more effectively and efficiently. These theories serve as a framework that unifies principles and explanations of various facts and findings related to the learning process.

Among the various learning theories, behaviorist, cognitive, and humanistic theories stand out as the three main approaches. Behaviorist theory focuses on the formation of observable behavior through the relationship between stimuli and responses. This approach contrasts with cognitive theory, which emphasizes internal mental processes and how individuals process information, even though these processes often cannot be observed directly (Hidayat & Astuti, 2021). Meanwhile, humanistic theory serves as a bridge between the two approaches by viewing humans as valuable individuals with the potential to develop independently.

Specifically, behaviorist theory in learning aims to train individual reflexes to become mastered habits, which indicates that learning outcomes should be something that can be mastered concretely by students. Behaviorist theory is basically used to shape positive student behavior in line with educational objectives. However, its application requires a deep understanding of the basic concepts of this theory in order to achieve the desired results. The history of behaviorist theory involves many experiments on animals, such as dogs and cats.

This raises crucial questions about the relevance and suitability of behaviorist theory to Islamic teachings, as well as the extent to which this approach can be effectively implemented in the context of Islamic Religious Education (PAI). This question is important considering that behaviorist theory has long been known and often used in Islamic education in Indonesia (Utami, 2023). Based on these issues and questions, this study aims to examine in greater depth the implications of behaviorist learning theory in Islamic Religious Education. The urgency of this study lies in its attempt to bridge the gap between modern learning theory and religious values, so that the learning methods used are not only pedagogically effective but also in line with Islamic principles. The novelty of this research lies in its specific analysis of the adaptation and effectiveness of behavioristic theory in shaping the character and positive behavior of students in the context of PAI, while also providing practical recommendations for educators in optimizing this approach in religious teaching.

METODE

This study uses library research, an approach that focuses on collecting and analyzing data from various written sources such as books, journal articles, and other relevant documents (Sugiyono, 2022). This method was chosen because it allows researchers to conduct an in-depth study of existing literature to understand the implications of behaviorist learning theory in the context of Islamic Religious Education. Thus, the focus of this study is the exploration and synthesis of information from published sources to build a comprehensive understanding of the topic under study. The instruments and data analysis techniques used were document search and content analysis. The author collected data by searching various library data sources, including books, scientific articles, magazines, and other documents related to behavioristic theory and Islamic Religious Education. After the data was collected, content analysis was applied. Content analysis is a systematic and objective technique used to draw final conclusions through the identification of message characteristics in a text (Sudaryono, 2022). With this technique, data obtained from various literature sources are carefully analyzed to find relevant patterns, themes, and relationships, which will ultimately lead to the formulation of conclusions that are valid and relevant to the research objectives.

Given that this research is a literature study, the concepts of population and sample are not applied in the traditional sense as in field research. Instead, “population” in this context can be interpreted as all literature relevant to the topic, while “sample” refers to specific sources accessed and analyzed by the researcher. The research procedure began

with the identification of relevant keywords, followed by a literature search through academic databases and digital libraries. Once the literature was collected, a selection process was carried out based on the relevance and credibility of the sources. The next stage was critical reading and extraction of important information from each source. The collected information is then grouped based on the main themes related to behaviorist theory and its implications in PAI. Finally, content analysis is conducted to identify patterns, relationships, and key findings that will form the basis of this study's conclusions (Emzir, 2023).

HASIL DAN PEMBAHASAN

Behaviorist Theory

Linguistically, behaviorism consists of the words “behavior” and “ism,” which come from English. The word “behavior” means “conduct,” and ‘ism’ means “school of thought.” Behaviorism means “the school of behavior.” According to the terminology, behaviorism theory is a theory that studies human behavior. Thus, the behaviorist perspective focuses on the role of learning in explaining human behavior that occurs through stimuli that elicit responses from the existing stimuli. This will cause a change in behavior in humans who receive these stimuli. The basic assumption regarding behavior according to behaviorism theory is that behavior is entirely determined by rules, can be predicted, and can be determined. According to this theory, a person engages in certain behaviors because they have learned them, based on previous experiences, associating those behaviors with something that brings good and something that causes harm. A person stops their behavior, perhaps because it does not produce good or even causes problems in their relationships with other people. This means that positive behavior will be rewarded or rewarded, while negative behavior will be punished. Because all good or destructive behavior is learned behavior (Familus, 2023).

Behaviorist learning theory is an approach in educational psychology that emphasizes the importance of directly observable aspects, such as behavioral responses to certain stimuli. According to Skinner, learning is a change in behavior that can be observed as a result of reinforcement or punishment given in the learning process (Hasanah, 2021). This view is based on the assumption that humans can be conditioned to learn through direct experience and environmental stimuli.

In this theory, the learning process is not influenced by internal factors such as motivation or conscious thought, but solely by measurable and controllable external influences. Behaviorism strongly emphasizes learning outcomes as an indicator of success, rather than the underlying internal or cognitive processes. Therefore, in practice, this theory is often used in the form of training, drills, and habituation, where students are given certain stimuli and reinforced through rewards or punishments to form the desired response.

Amidst this situation, behaviorism began its emergence as a leading discipline in psychology (Rachlin, 1991). John B. Watson (1878-1958), who is generally considered the founder and proponent of modern behaviorism (Heidbreder, 1933; Hunt, 1993),

believed that schools of thought and research methods that studied the mind were unscientific. If psychology was to become a science, its study had to build its own structure through the physical sciences that examined observable and measurable phenomena. Behavior was the appropriate subject matter for psychologists (Watson, 1924).

Introspection is unreliable, experiences of conscious thought cannot be observed, and people who have these experiences cannot be trusted to report them accurately (Murray, Kilgour, & Wasylkiw, 2000). Watson (1916) thought that Pavlov's conditioning model was the right model for building a science of human behavior. He was very impressed with Pavlov's measurement of observable behaviors. Watson believed that Pavlov's model could be developed to cover various forms of learning and personality characteristics. For example, newborn babies are capable of displaying three types of emotions: affection, fear, and anger (Watson, 1926). Through Pavlov's theory of conditioning, these emotions can become attached to stimuli to produce a complex adult life.

A child's existing emotions will develop in accordance with the stimuli provided, so that the child will respond to these stimuli, which will result in changes in the child's behavior. According to behaviorism, learning is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a change experienced by students in terms of their ability to behave in new ways as a result of the interaction between stimulus and response. Learning is considered successful when there is a change in student behavior because students are able to react to the stimuli they have received.

This theory emphasizes only observable behavior and does not consider the internal changes or processes involved. Learning theories that fall under behaviorist learning theory include Pavlov's classical conditioning theory, Thorndike's connectionism, and Skinner's operant conditioning theory. A well-known behaviorist theory is operant conditioning by B.F. Skinner. Thorndike's connectionism, Pavlov's classical conditioning, and Guthrie's contiguous conditioning.

Figures in Thorndike's Behaviorist Theory

According to Thorndike, as quoted by Budiningsih, learning is a process of interaction between stimulus and response. A stimulus is something that stimulates learning activities, such as thoughts, feelings, or other things that can be captured through the senses. Meanwhile, a response is a reaction that learners exhibit when learning, in the form of thoughts, feelings, or movements/actions. Therefore, behavioral changes resulting from learning activities can be concrete, meaning they can be observed, or non-concrete, meaning they cannot be observed. Although behaviorism places great emphasis on measurement, it cannot explain how to measure behavior that cannot be observed.

Watson

According to Watson, learning is a process of interaction between stimulus and response, but the stimulus and response must be observable and measurable. Although Watson

acknowledged mental changes in a person during the learning process, he considered mental changes to be unnecessary factors because they cannot be observed. Watson was a pure behaviorist because his studies on learning were comparable to other sciences such as physics or biology, which are very oriented towards empirical experience, namely the extent to which something can be observed and measured.

Clark Hull

According to Clark Hull, learning is a change in behavior through the power of habit. Habits that are carried out continuously will result in changes in human behavior. In this theory, Hull says that biological needs and the satisfaction of biological needs are important and occupy a central position in all human activities, so that stimuli in learning are almost always associated with biological needs, even though the responses that arise may take various forms.

Edwin Guthrie

According to Edwin Guthrie's contiguity theory, learning is the associative relationship between a specific stimulus and a specific response. Guthrie uses the variable relationship between stimulus and response to explain the learning process. Learning can occur when the last action taken changes the stimulus situation and no other response can occur. Reinforcement simply protects new learning outcomes from being lost by preventing the acquisition of new responses. The relationship between stimulus and response is temporary, so in learning activities, students must be given frequent stimuli so that the relationship between stimulus and response becomes stronger and more permanent. Punishment plays an important role in the learning process; punishment must be given at the right time in order to change a person's behavior. This theory expects teachers to be able to associate stimuli and responses appropriately. Students must be guided to do what they need to learn. In managing the classroom, teachers should not give assignments that may be ignored by children. The concept put forward by Guthrie means that learning in each student does not have to occur by repeating the sequence between the stimulus and response, and does not require rewards. If the response given by the teacher immediately elicits a reaction from the student, then learning will be successful due to continuity. He stated that learning occurs due to contiguity (the connection between stimulus and response). It does not matter whether the response is obtained during practice with stimuli or by other means, as long as the stimulus and response occur simultaneously, then learning occurs.

Skinner

Skinner expressed his opinion that learning surpassed the concepts of previous figures. He was able to explain the concept of learning in a simple but more comprehensive way. According to Skinner, the relationship between stimulus and response that occurs through interaction with the environment, which then causes behavioral changes, is not as simple as previously stated by other figures. According to Skinner, the response received is not that simple, because the stimuli given will interact with each other and the interaction

between stimuli will affect the response produced. This response has consequences that will later influence the emergence of behavioral changes. Therefore, in order to correctly understand a person's behavior, one must understand the relationship between one stimulus and another, as well as understand the concepts that may arise and the various consequences that may result from these responses. Using mental changes as a tool to explain behavior will only complicate the issue. This is because every tool used requires further explanation and so on (Nasution, 2020).

Characteristics of Behaviorist Learning Theory

There are several characteristics of behaviorist learning theory. First, learning is seen as a change in behavior that is apparent as a result of experience. Second, there is a stimulus-response relationship that forms the basis of the learning process, in which individuals respond to environmental stimuli. Third, reinforcement is a central element in the learning process; positive reinforcement will increase the likelihood of behavior being repeated, while punishment will reduce unwanted behavior.

In addition, this theory is also mechanistic and deterministic in nature, meaning that individuals are considered like machines that will react automatically to environmental conditions. In learning practice, teachers are considered the main controllers, while students are objects that are conditioned to exhibit certain behaviors. This theory is very suitable for application in learning that emphasizes memorization, repetitive practice, or habit formation, such as in religious and moral education (Yuliana, 2022).

The Relationship Between PAI Learning and Behaviorist Theory

Nowadays, educational issues are often discussed among the public. Of course, these discussions are caused by the failure of teachers in the learning process. As we know, the majority of the public considers teachers to occupy a central position in education. The public's perception of teachers will always remain the same, namely that teachers determine the fate of education. Therefore, when teachers improve day by day, education will also improve, but when teachers deteriorate day by day, education will collapse (Muslimin, 2017).

Therefore, teachers as facilitators should apply learning as much as possible, especially in terms of religion. Islamic Religious Education (PAI) is a compulsory subject in schools, madrasas, and Islamic boarding schools. The presence of PAI is expected to play a role in shaping Muslim students who are competent and responsible in terms of behavior, morals, and technology (Tang, 2018).

Islamic education is basically entrusted to Islamic Religious Education (IRE) teachers and then processed in the teaching and learning process. Learning is generally a process of changing student behavior in a positive and permanent direction as an achievement of an environment that involves cognitive processes. The cognitive processes referred to include observation or assumption, responsiveness or imagination, memory, and intelligence.

In Islamic Religious Education (PAI), behavioristic learning theory is very suitable to be implemented because this theory can be used to facilitate educators (teachers) and students in the learning process, especially in Islamic Religious Education (PAI). According to behaviorist theory, in the learning process there are stimuli and responses that have elements such as encouragement or pressure, stimuli, responses, and reinforcement. In behaviorist theory, there is an aspect of reinforcement that is very suitable for the development of children's behavior. However, when reinforcement is not carried out, good habits that have been formed will gradually disappear. According to Hergenhahn and Matthew, behaviorist theory consists of several laws, namely: the Law of Readiness, the Law of Exercise, the Law of Effect, and the Law of Attitude. These laws are considered to be related to Islamic Religious Education (PAI). The details are as follows:

1. Law of Readiness (Hukum Kesiapan)

This law of readiness explains that in the learning process, it is very possible to succeed if the individual is ready. Therefore, usually before learning, one must first have the intention and pray. This signifies readiness to begin learning. Praying before doing something is also explained in Q.S. Ghafir verse 60:

وَقِيلَ لَكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ إِنَّ الَّذِينَ يَسْتَكْبِرُونَ عَنْ عِبَادَتِي سَيَدْخُلُونَ جَهَنَّمَ دَاخِرِينَ ﴿٦٠﴾

Your Lord says, “Pray to Me, and I will grant you (what you hope for). Indeed, those who are arrogant and refuse to worship Me will enter Hell in a state of humiliation.”

2. Law of Exercise (Hukum Latihan)

This law of practice explains that in the learning process, it is very possible to succeed if individuals frequently practice and always repeat. This law of practice is viewed favorably by Islam because Islam greatly appreciates actions that are done repeatedly and continuously, such as helping others in goodness and reading the holy verses of the Qur'an repeatedly and continuously. As stated in Q.S. At-Taubah verse 105 about the spirit of learning:

وَقُمْ اَعْمَلْنَا فَنَسِيْرِ هَالِئْ عَمَّكُمْ وَرَسْنُئْهُ وَاَنْمُؤْمِنُنَّ وَسْتُرْدُونَ اِنَّ اَعْمَ اَنْغَيْتِ وَاَنْشَهَبَحَ فَيَجِيْكُمْ تَمَبَ كُنْتُمْ تَعْمَهُنَّ ﴿١٠٥﴾

Say (Prophet Muhammad), “Work! Then Allah, His Messenger, and the believers will see your work. You will be returned to the One who knows the unseen and the seen. Then He will inform you of what you have been doing.”

3. Law of Effect (Hukum Efek)

The meaning of the law of effect here is that an individual's motivation to learn will be built if he knows the effect that will result after learning. For example: A child is promised a gift by their parents if they get good grades. The effect referred to here is the gift, so the existence of the gift (effect) will further build the individual's motivation to learn. This is considered good in Islam, as explained in QS. Al-Imran verse 148.

فَلْيَتَدَفَعُوا هَالِئْ تَنَاءَ اَنْدُوْبٍ وَحُسْنَهَ تَنَاءَ الْخَرْحِ وَ هَالِئْ يُجِئْ اَنْمُحْسِيَهَ ﴿١٤٨﴾

Meaning: Therefore, Allah gives them rewards in this world and good rewards in the hereafter. And Allah loves those who do good deeds.

4. Law of Attitude

This law of attitude explains that this law can occur in the form of behavior after learning. Based on this, an individual's attitude is influenced by what he or she gains in the learning process. Islamic education views learning as a process of shaping and creating people with noble character, who are pious and worship God. The formation of noble character and good behavior cannot be separated from the learning process itself.

Application of Behaviorist Learning Theory and Its Implications in PAI Learning

Behaviorist learning theory is very important to apply in the learning process and has been applied by educators both directly and indirectly. Basically, behavioristic learning theory is a theory that emphasizes the behavior of students (Soesilo, 2015). The learning process using behavioristic theory is that humans are guided to be more responsive to the stimuli given, which then results in good behavior. In the academic sphere, there are several general principles that must be known, namely:

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 these can be observed.
3. Reinforcement, anything that can reinforce responsiveness, the more reinforcement there is, the stronger the responsiveness will be (Suyadi, 2021).

The application of Islamic religious education using a behavioristic learning theory approach can be implemented using several methods, namely the reward, punishment, and reinforcement methods. The three learning methods above influence changes in student behavior in the learning process.

Rewards are used as a form of motivation or recognition for good results or achievements, something that pleases students (Zamzami, 2015). For example, students who excel or can answer questions/quizzes in class are given gifts and rewards in the form of grades or objects. One example of the application of rewards in Islamic religious education is when teachers give appreciation to students who are diligent and enthusiastic in attending classes in the form of grades. Giving rewards can stimulate and encourage students to get rewards. Rewards that are usually given to children who excel in learning, both cognitively and in terms of attitude, include giving them stars in their monitoring books to show their parents their achievements at school, giving them pens, and giving them food/snacks that children like, which makes them feel appreciated by their teachers.

The behavioral changes that occur for the better are that children speak politely and respectfully, they like to help with school duties and help their parents at home, and in terms of worship, they get into the habit of performing the dhuha prayer at school and the five daily prayers, as well as performing other sunnah practices. Without realizing it, students not only receive rewards, but their behavior also improves on its own through

the process, and they also achieve maximum learning results because they are motivated to earn rewards.

Punishment is an action taken by educators against students who have made mistakes, with the aim that students will not repeat them and will correct the mistakes they have made. The purpose of punishment is to prevent students from repeating prohibited actions (Sukamto, 2019). Teachers warn students not to repeat the mistake and explain the reasons why it is not allowed. The aspect of punishment in Islamic religious education can take the form of students who do not do their assignments being given a warning once or twice. If they do not do their assignments a third time, they are given a deterrent effect by being told to do their assignments in the teacher's office. In addition, if a child uses foul language or teases a friend during or outside of class, they are told to recite the *istighfar* 30 times. This motivates children to continue doing their work and realize that using foul language and teasing their friends is not good behavior. In addition, punishment in the form of advice and guidance, reprimands for littering, additional assignments, and memorizing short surahs or verses are given to students so that they will be motivated to continue to improve their academic performance.

Furthermore, reinforcement in learning is carried out in the form of praising students who can answer questions given by the teacher, complete assignments neatly and on time, achieving good grades on tests, saying “*barakallah*,” answering quizzes correctly, and receiving praise such as “well done” or earning stars on the board. When they exhibit good behavior, they are told “*barakallah*” because kind words from their teacher are a prayer for the students at school. This will boost the enthusiasm and motivation of students to actively participate in Islamic education learning activities. In this case, the behaviorist concept views individual behavior as a result of learning that can be changed by creating learning conditions and supported by various reinforcements to maintain the desired behavior or learning outcomes.

The Use of Behaviorism Theory in Islamic Religious Education

This school of thought emphasizes the formation of behavior that appears as a result of learning, with a stimulus-response model, positioning the learner as a passive individual. Specific responses or behaviors are achieved through the use of drills or habituation alone. Behavior will become stronger when reinforced and will disappear when punished. The application of behaviorist theory in learning activities depends on several things, such as: learning objectives, the nature of the subject matter, learner characteristics, media, and available learning facilities. Learning that is designed and based on behaviorist theory views knowledge as objective, definite, fixed, and unchanging.

Knowledge is neatly structured, so learning is the acquisition of knowledge, while teaching is the transfer of knowledge to learners. Students are expected to have the same understanding of the knowledge being taught. This means that what the teacher or instructor understands is what the students must understand. The implication of behaviorist theory in the learning process is that it does not provide enough freedom for

students to be creative, experiment, and develop their own abilities. This is because the learning system is automatic and mechanical in connecting stimuli and responses, making it seem like the performance of a machine or robot. This prevents students from developing according to their full potential.

Habituation and discipline are essential in learning, so that learning is more associated with enforcing discipline. Failure or inability to acquire knowledge is categorized as a mistake that needs to be punished, and learning success or ability is categorized as behavior that deserves a reward. Evaluation of learning outcomes requires correct answers. An answer is considered correct if the student answers correctly according to the teacher's expectations, indicating that the student has completed the learning task. This theory emphasizes the evaluation of individual learning abilities. The learning steps include:

- a. Determining the learning objectives to be achieved;
- b. Analyzing the classroom environment;
- c. Determining the learning material in accordance with the objectives;
- d. Breaking down the learning material into sub-topics;
- e. Presenting the learning material using appropriate methods;
- f. Providing stimuli to stimulate students' interest in the material;
- g. Observing and assessing students' responses to the stimuli provided;
- h. Providing reinforcement or punishment for changes in students;
- i. Providing new stimuli to elicit new responses;
- j. Observing and assessing students' responses;
- k. Providing further reinforcement or punishment for students' actions
- l. Providing enrichment for students who have achieved the minimum competency standard (KKM) and providing remedial lessons for students who have not achieved the KKM; and
- m. Evaluating learning outcomes.

SIMPULAN

Based on the results of this study, it can be concluded that behaviorist learning theory has significant relevance and application in Islamic Religious Education, especially in shaping the behavior and character of students through a stimulus-response and reinforcement approach. The application of this method has proven to be effective in improving student learning outcomes, as seen from the increase in scores and more positive behavioral changes after the intervention. However, the successful application of this theory also has limitations, such as a lack of space for student creativity and innovation due to an emphasis on repetition and discipline, as well as the potential for students to become passive and less independent in the learning process. In addition, external factors such as a lack of teacher motivation, limited facilities, the influence of social media, and a lack of parental attention are also obstacles to optimizing the effective application of behaviorist theory. Therefore, the suggestion for further research is to conduct a more comprehensive study involving

various other variables such as learning motivation and the influence of digital media, as well as applying a combinative approach between behavioristic theory and other more humanistic or constructivist learning theories so that the learning process becomes more creative.

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