



Implementation of Behavioristic Theory in Learning Islamic Religious Education in Senior High School

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Abstract

Behavioristic learning theory is a learning theory that focuses on changes in students' behavior towards stimuli and responses, meaning that students are said to have learned if they have shown changes in their behavior. Morals are human behavior in everyday life that is inherent in a person. Therefore, behavioristic learning theory has a big influence in forming students with character and noble morals. Therefore, research needs to be carried out to identify how the implementation of behavioristic learning methods in Islamic religious education learning affects students' moral development. This research aims to identify the implications of behaviorist learning theory in Islamic Religious Education learning on the morals of students at the high school level. This research uses a qualitative method with a case study type (case study), data sources were taken from two informants through direct interviews with the informants using a set of interview protocols. All data was analyzed theoretically using software NVivo 12. The results of the research found three themes in the form of implementation of behavioristic learning theory in Islamic religious education learning regarding morals in high school. The three themes are learning based on environmental care, educators must be role models in educating students' morals, providing sanctions and rewards. The results of this research can be used as a reference in implementing behavioristic learning theory in Islamic religious education learning regarding the morals of students in high school. The results of this research can be used as initial data for researchers next in examining this problem in the context of different issues.

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INTRODUCTION

In modern life, there are many problems and problems that often arise in schools, one of which is the morals accepted by students (Jannah, 2018). This concrete example is from the perspective of student psychology, aspects of the

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behavioristic approach. The behavioristic approach is a school in understanding human behavior, this behavioral perspective focuses on the role of learning in explaining human behavior. Here it can be said that the learning process must be accompanied by a behavioristic approach (Aziz et al., 2022; Mustaqim, 2016). However, in reality, many learning processes are just processes without being accompanied by a behavioristic approach. In fact, this behavioristic approach is very useful for shaping students' behavior so that it is better in their daily lives at home or in their environment (Wahyudi, 2018).

Behavioristic learning theory is a theory that studies human behavior (Rusuli, 2014). Behavioristic learning theory is a learning theory to understand human behavior that uses an objective, mechanistic and materialistic approach, so that changes in a person's behavior can be carried out through conditioning efforts (Akbar & Gantaran, 2022). In other words, studying a person's behavior should be done through testing and observing visible behavior, not by observing the activities of parts of the body. This theory prioritizes observation, because observation is important to see whether changes in behavior occur or not (Abidin, 2022). Behavioristic theory emphasizes the scientific study of various observable behavioral responses and their environmental determinants (Akbar & Gantaran, 2022). In other words, behavior focuses on interactions with the environment that can be seen and measured. Behavioral principles are widely applied to help people change their behavior for the better (Shahbana et al., 2020). In the world of education, the moral aspect is given priority in Islamic Religious Education subjects. The subject of Islamic Religious Education is a subject in school that has a very strategic and significant role in the formation of students' morals and personality. Islam teaches morals, one of which is being sincere. Likewise, in education, students are also taught to be sincere in these subjects (Setiawan et al., 2021).

Ethics comes from the Arabic plural' from its mufradat form "khuluqun" which means character, temperament, behavior and character (Saputra & Sutarman, 2022; Supriatna & Rahayu, 2021). Meanwhile, according to the term, it is knowledge that explains good and bad (right and wrong), regulates human interactions, and determines the ultimate goal of business and work (Anwar et al., 2017; Suparlan, 2022; Zakaria, 2021). Morals are basically inherent in a person, united with behavior or actions. If the inherent behavior is bad, then it is called bad morals or *mazmumah* morals. On the other hand, if the behavior is good, it is called moral (Supriatna & Rahayu, 2021).

Apart from morals, the terms ethics and morals are also used. Ethics comes from the Greek word "ethos" meaning custom. Ethics is a science that investigates good and bad by paying attention to human actions as far as the mind knows (Qurun & Dudha, 2020). Meanwhile, according to Umro'atin, (2020) morals come from the Latin "mores" which means habit. The similarity between morals and ethics is that both discuss the issue of good and bad human behavior. The difference lies basically as a branch of philosophy, ethics starting from the human mind. Meanwhile, morals are based on the teachings of Allah and His Messenger. Morals cannot be separated from *aqidah* and *sharia*. Therefore, morals are patterns of behavior that accumulate aspects of belief and obedience so that they are reflected in good behavior (Lidiawati, 2017).

Morals are behavior that is clearly visible, both in words and actions, which is motivated by encouragement because of Allah. However, there are also many aspects related to inner attitudes or thoughts, such as *diniyah* morals which are related to various aspects, namely patterns of behavior towards God, fellow humans, and patterns of behavior towards nature (Arlina et al., 2023; Nurpajar, 2020). The relationship with behavioristic learning theory is that the use of learning theory by paying attention to material development and material selection as well as designing

learning correctly will make it easier for students to understand the lesson. The success of learning cannot be seen only textually, but can be seen from the behavior patterns of the students. One theory in Indonesia that emphasizes the issue of behavioral changes in students is behaviorist theory. As for the moral behavior of students, it cannot be separated from the learning of Islamic religious education itself. As we all know, Islamic religious education is a subject that must be in schools (Muslimin, 2017).

METHODS

This research uses qualitative methods with a case study type, according to Bolton, (2021); Cresswell et al., (2011); Gustafsson, (2017); Martell, (2017); Murniyetti et al., (2016); Taylor, (2013); Zhang et al., (2018); Zhou et al., (2021) case studies are a type of research if researchers want to observe in depth phenomena or events both individually and in groups of society. Referring to the opinion above, related to the issues and problems that the author raises in this research, this type of research is very appropriate to use. The data source was taken from two informants who were Islamic religious education teachers at the school. All informants were selected using a purposive sampling technique. The selection of informants must meet four criteria, namely, they are still active in the field being researched, have competence related to the problem being researched, are willing to take the time to provide information to researchers, and honestly provide information according to the facts that occur in the field Elkhaira et al., (2020); Engkizar et al., (2018); Rahawarin et al., (2020); Syafril et al., (2020).

After the interviews were completed with all informants, the process of transcribing the interview data was carried out and themes were then extracted according to the aims and needs of the research data. According to Castleberry & Nolen, (2018); Clarke & Braun, (2018); Herzog et al., (2019); Neuendorf, (2018); Sivakumar, (2020); Terry et al., (2017) thematic analysis is one of the analytical techniques that researchers can use in analyzing interview results so that they can be seen clearly and are easy for readers to understand. The entire thematic analysis process above was carried out using the NVivo 12 qualitative analysis software. The aim of using the NVivo 12 qualitative analysis software is to display research results (themes) with graphs or images produced by the NVivo software used (Asril et al., 2023; Iskandar et al., 2023; Rahmiati et al., 2023; Ridwan et al., 2023). Thematic analysis can be carried out with the help of NVivo software so that researchers can easily display research results (Azeem & Salfi, 2012; Engkizar et al., 2021; Eriyanti et al., 2020; Zamawe, 2015).

RESULT AND DISCUSSION

Based on the results of the author's interviews with the two informants, the results of the research analysis found three findings (themes) of the implementation of behaviorist theory in Islamic religious education learning on the morals of students in high school. These three themes can be seen in figure 1, below:



Fig 1. Implementation of Behavioristic Theory in Islamic Religious Education Learning

To make it more interesting, below the author will describe quotes from interviews with informants based on the three themes as previously explained. The description of the interview that the author will present is short quotes from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different language, they actually have more or less the same aim and meaning.

First (environmental care-based learning), according to the informant, one form of implementation of Behavioristic learning methods in learning Islamic religious education towards students' morals is guiding students on how to care about environmental sustainability, this was stated by two informants as in the following interview excerpt.

... I always try to supervise and urge all students to always keep the school environment clean (I-1), ... yes, the point is that awareness of caring for the environment comes back to oneself (I-2).

The following is an overview of the environment of State High School:



Fig 2. Environment of State High School

Second (Educators must be role models in educating students' morals.) According to the informant, the teacher's character is very influential in educating students' morals, therefore teachers must be able to exemplify what this form of morals is so that other students can emulate it. This theme was stated by two informants as in the following interview excerpt.

...how can teaching staff arouse enthusiasm for learning in students who are not very enthusiastic and be able to provide stimulation so that students are interested or interested in religious studies and provide a good example to their students (I-1), ...students will of course follow the example what do teaching staff do, because teaching staff are the second parents for students at school (I-2).

The following is an overview of the teaching and learning process activities at Senior High School



Fig 3. Process of teaching and learning activities in the classroom

Third, (Providing sanctions and rewards), this discussion is very interesting because this can train students to be responsible for what they have done, in this way they will receive two rewards which can be in the form of a reward or punishment. (punishment). This was stated by two informants in the following interview excerpt:

...there is a form of direction to students, if students cannot memorize then there will be sanctions. Likewise, when students are able to memorize, of course they will be given rewards and good grades (I-1), ... With punishments and rewards students can control their behavior, which in turn At first I had to get used to it (I-2).

The following is an illustration of when teachers give awards to students who excel at school at State Senior High School



Fig 4. The process of giving awards to students who excel

Regarding the form of implementation of Behavioristic learning in Islamic religious learning towards student morals at the high school level, the research results actually found three themes as explained above. Next, the author will discuss these three themes based on theory, expert opinion and the results of previous research which discusses more or less the same context and issues.

First, environmental care-based learning. As is known, within the scope of schools, the aspect of caring for the environment is one of the character, moral and moral education that students must carry out in their daily lives. However, the character, moral and moral education that is instilled in students is not only an obligation for every student, but the most important thing is how students can be consistent and even with their own awareness in carrying out environmental care activities.

The urgency of students being directed towards environmental care activities is included in one of the components of character, moral and moral education, where character, moral and moral education has been implemented at State Senior High School. According to Afandi, (2013) students must have an environmentally caring attitude as an element of society to overcome environmental issues. The more positive a person's attitude towards the environment, the higher their environmentally friendly behavior. When the character of caring for the environment has grown into a strong mentality, it will underlie a person's behavior in everyday life.

Looking at the results of interviews with several informants, opinions and some of the results above, it is clearly visible that the implementation of behaviorist theory in Islamic religious education on the morals of students in high school has had a positive impact on the morals of students, namely environmental care and awareness yourself (Aisida, 2021). Environmental awareness is an action or attitude directed at understanding the importance of a healthy, clean environment, and so on. Awareness in the living environment can be seen from a person's behavior and actions in a situation where a person feels free from pressure (Engkizar et al., 2021; Sugiarto & Gabriella, 2020).

The second theme is finding, educators must be role models in educating students' morals. As is known, teaching staff are people who have the responsibility

to educate and influence a person's development. Because teaching staff have an obligation to change the attitudes and behavior of students to be better and directed towards the right path. Teaching staff are also referred to as human figures whose presence and role in education is expected, as a source who occupies a position and plays an important role in model education in educating students' morals, as it is known that teaching staff are people who have the responsibility to educate and influence a person's development. Because teaching staff have an obligation to change students' attitudes and behavior to be better and directed towards the right path (Putro et al., 2020; Riami et al., 2021).

According to Arifin, (2018); Ashidiqi et al., (2019); Asril, (2021) teaching staff can be likened to travel guides, who based on knowledge and experience are responsible for the smooth journey of students in the learning process. In the learning process of students, of course there are several things that influence them, such as motivation, maturity, the relationship between students and teaching staff, verbal abilities, a sense of security and the skills of teaching staff in communicating or interacting with students are important factors for teaching staff in the learning process.

After examining the results of the interviews, opinions and several results above, it can be concluded that teaching staff provide a good and positive influence on students, and teaching staff do not only educate, but also provide encouragement with motivation, teaching, guiding and providing counseling if Students experience obstacles in their learning at school. Teaching staff also give praise, if students produce a positive influence on what they do as long as these actions are good and correct in accordance with the maturation they have done so far (Tsawab et al., 2020).

The third theme is finding, providing sanctions and rewards. Regarding punishment in the world of education for children, it is something that is permissible. Reward and punishment is also a unique Quranic method (Junaidi, 2019; Setiawan, 2018; Zaida, 2017). Every time Allah mentions the pleasures of heaven, it is accompanied by mention of the punishment of hell. Because, the human soul tends to want to work if it is enjoyable, and to stop doing work if there is a feeling of fear. So it is natural that if children do good they are rewarded for their goodness and if they do wrong they must be given warnings and threats as a result of their mistakes (Zaida, 2017).

Referring to the results of interviews, opinions and some of the results above, it can be said that giving gifts and punishments can actually motivate students to be better, behave well, always do the assignments or homework given by the teaching staff, and obey the rules and regulations. school. Thus, an understanding can be drawn that rewards and punishments will motivate students to become better, which ultimately has a positive effect on their behavior so that they can form a good personality. The house is provided by teaching staff, and complies with school rules and regulations. Thus, an understanding can be drawn that rewards and punishments will motivate students to become better, which ultimately has a positive effect on their behavior so that they can form a good personality (Darmayanti et al., 2020).

CONCLUSION

This research has succeeded in uncovering three implementations of behavioristic learning in Islamic religious education learning on student morals at the high school level. The three themes are learning based on environmental care, educators must be role models in educating students' morals, and providing sanctions and rewards. The three findings in this research can at least serve as a reference and guide for future researchers in studying problems relevant to this context as well as different issues.

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