

THE IMPLEMENTATION OF BEHAVIORISTIC LEARNING THEORY IN SENIOR HIGH SCHOOL

by Sokip Iain Tulungagung

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Sokip, Akhyak, Kojin, Soim

State Islamic Institute of Tulungagung, East Java, Indonesia, State Islamic Institute of Tulungagung, East Java, Indonesia, State Islamic Institute of Tulungagung, East Java, Indonesia, Pangeran Diponegoro Islamic Institute of Nganjuk, East Java, Indonesia

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Abstract

In this rapid technology era, the development of learning becomes more advanced. However, not many teachers know what theoretical basic used in teaching methods. Knowing the theoretical basis is important in determining teaching strategies based on students' abilities. One important learning theory is Behaviorism (stimulus and response). This study aims to determine whether the theory of behaviorism is known by the teachers and how its application. To answer this formula, this study used a qualitative case study approach. After doing research, the results of findings showed in Islamic Senior High School 2 Tulungagung has been and is applying behavioristic theory. In addition, forms of motivation also appear indirectly which can be seen from the changes in students' attitudes towards the positive response of the actual application of behavioristic.

Introduction:-

Nowadays, the circumstance of education has been developed well as long as the needs and competitiveness of each institution to bring guarantee to the knowledge for students. Even, there are various approach that can be a guidance for each educators in this century. It means, the educators currently have a lot of modern idea to determine certain strategy in teaching process. In this century or XXI Century is characterized by the constant change, by the demands dealing with competitiveness of educative models, a requirement to guarantee that the knowledge system, skills, values and competencies (to know, to know to do, to know to be and to know to be) (Norberto et al., 2016). By this existence context, emphasize all educators to be more modern and competitive to follow the development of education era and learning development because it

is not enough to be known only rather than no practical included in teaching and learning within classroom.

Learning in general is a process of humanizing people from those who do not know something to know even later able to create a new change in human life. Learning is a process, an activity, and not a result or a goal. Learning is not just remembering, but more broadly than that, that is experiencing. For that, the learning process will occur because of the interaction of individuals or groups in accordance with the development and the environment (Ersan et al., 2018). So broad is the notion of self-study that many experts interpret it with a variety of different perspectives and cognitive. On the other hand Matsumoto (2012) added that learning is an action or process to get new information, new behavior, or new skills that last for a certain period of time. So that it can be concluded that learning is the process of changing something into a better thing with a certain period of time.

On the other hand, there are some problems related to learning, namely the rapid technology and the ease of accessing information from all sources, making it difficult for educators to understand what theories they use and whether the teaching is relevant to them. While by understanding this case can guide teacher to obtain positive impact in learning directly. Talekar (2017) argues that The information and communication technology has brought positive changes in the field of education.

Moreover, in classroom learning aspect must include the strategy to achieve goal of teaching and learning effectively. According to Nirwana et al (2018) Learning strategy is a model of professional education through collaborative learning and continuous learning based on the principles of colleagues and mutual learning to build learning communities (Lewis, 2002). Ozawa (2009) which states that learning strategies are the activities of teachers to improve their learning process. In this case, as teacher must present such a suitable method in teaching and related with the approach existed which expected to make students feel interested in within classroom learning process. Based on the statements above, Karagözoğlu (2017) adds if teachers do not make use of methods, techniques, educational games and play which enable students' active participation, and do not use interesting materials appropriately during the course, it might

be impossible for them to draw and maintain students' attention to the subject matter till the end of the course. Hence, those are clearer that learning strategy must provide in every teaching circumstances. Beside that, ² according to Siemens (2005) such Behaviorism, cognitivism, and constructivism are the three broad learning theories most often utilized in the creation of instructional environments. These theories, however, were developed in a time when learning was not impacted through technology. Then, by knowing that it is necessary for every teacher to be concerned to pick one of them or mix to direct their teaching process in classroom.

Behaviorism learning theory sees learning as a change in behavior. Litalisdiana (2016) states that a person has been considered learning if he is able to show changes in his behavior. This view of behaviorism recognizes the importance of input in the form of a stimulus, and the output in the form of a response. With the reciprocity according to this theory it is very effectively implemented in the learning process in the classroom. Moreover, if it is related to the existing curriculum at the middle school level, namely the curriculum 2013 that prioritizes student activity rather than the teacher, then it can be a consideration to choose the right teaching method. Based on its components, the theory of behaviorism is relevant to be used in present learning, especially in the curriculum 2013. This is due to the ease of application of this theory to improve the learning quality of students (Nahar, 2016).

Furthermore, there are important things that must be considered for every educator or teacher who wants to apply this theory ²⁹ in the teaching and learning process in the class. According to experts in behaviorism believe that only by observing, measuring, external behavior is important from a scientific discovery (Weegar and Pacis, 2012).

A positive response from learning is a form of motivation that arises from within or outside the student. Motivation of self-study in terms of a business that is based on influencing a person's behavior so that his desire is actively to do something to achieve a certain outcome or goal (Purwanto, 2011). On the other hand according to Usman, motivation in terms of learning is a process to activate motives into an act or behavior to fulfill needs and achieve goals, or circumstances and readiness in an individual that encourages his behavior to do certain goals

(Usman, 2011). So that it can be said that the position of motivation is also important in the theory of behaviorism especially in the results or types of responses that arise.

One of the founders of the theory of behaviorism is Thorndike, which links learning with a process of interaction between stimulus (in the form of thoughts, feelings, or movements) and response (which is also in the form of thoughts, feelings, or movements). In summary, this theory is a change in behavior which can be concrete (observable), or non-concrete (not observable) (Amalia and Fadholi, 2018).

In teaching mostly applies the theory of Behaviorism in the classroom, it can certainly be seen and observed in terms of the characteristics of the teaching model. Which, it is a reflection of the learning strategies applied to deliver teaching material to students. The behavioristic learning theory sees human behavior can be traced from the form of reflexes (Nahar, 2016). In psychology term, this learning theory is also based on the behavior obtained from the environmental conditioning process. While the process in conditioning can through interaction between instructors and students. The emphasis that this behavioristic theory is on the behavior of the soul has been explained by Ahmadi in Nahar (2016) states that there are three main characteristics of this theory, among others; (1) The behaviorism learns about human actions not from their consciousness, but observes in terms of actions and behavior that are based on a reality or simply interpreted as a soul without soul; (2) The behaviorism aims to find the simplest elements, namely actions, not consciousness, called reflexes. Reflex is an unconscious reaction; (3) According to this theory, when born everyone is the same. While in education, being able to develop human habits as an influence on the desires of the heart. On the other hand, Ormrod cited in Jamridafrizal (2015) argues that there are five basic assumptions about learning in the view of behaviorism including; (1) Most people's behavior is derived from experience due to stimuli from the environment; (2) Learning is the relationship of various events ⁸ that can be observed, namely the relationship between stimulus and response; (3) Learning requires a change in behavior; (4) Learning is most likely to occur when a stimulus and response appear at an adjacent time; (5) Many species, including humans, learn in almost the same way.

As for some previous studies regarding the application of behaviorism learning theory in education field. The first, Hardianto (2016) in term of multimedia, the existence of stimulus and response also conditioning are terms that were born from the behaviorism learning theory, and its application is very strong in the development of learning multimedia. The second, Litalistdiana (2016) got result that class teachers are able to change and shape students' behavior towards goodness, and their knowledge increases and increases. The Third, the research by Dave Peel (2005) the model of the integration approach in the development of training practices is very suitable when using behavioristic learning theory. The fourth, research by Alqurashi (2018) The teacher's role, according to behaviorism theory, is to form the learner's behavior by positive or negative reinforcement. Reinforcement is used to increase the probability of eliciting a specific behavior by delivering a stimulus immediately after a response/behavior. Therefore, on this occasion, the author wanted to know *"the application of behavioristic learning theory in Islamic Senior High School 2 Tulungagung"*. It aims to find out whether this theory is used in teaching or not at all, and to further examine in depth the existence of behaviorism learning theory itself in the high school education shutter that in fact has advanced with the existence of clearly adequate technological facilities.

Materials and Methods:-

³¹ This study uses a qualitative research approach, in which it examines the phenomena experienced by certain subjects. The subjects here are the teachers of Islamic Senior High School 2 Tulungagung which are determined by researchers, including teachers of Arabic, English, and ICT Teachers as representatives of the existing population. In this study the researchers examined the actual conditions that existed in Islamic Senior High School 2 Tulungagung regarding the forms of application of behavioristic theory applied in learning activities in the classroom. So that in descriptive qualitative ¹ research is research that seeks to describe problem solving that exists based on data with a description of words. According to Moleong (2012) ¹ Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects holistically, and by way of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. According to Margono (2014) a qualitative approach is a study in which the data are in the form of words (not numbers) originating from interviews, report notes, documents and so on, or research which

prioritizes the analysis in terms of something events or processes as they are in a natural environment to obtain deep meaning from the process (Margono, 2014).

Result and Discussion

The implementation behaviorism in teaching at Islamic Senior High School 2 Tulungagung

In Islamic Senior High School 2 Tulungagung, researchers found the idea of behaviorism in terms of the opinions of several teachers who teach in grades 10, 11 and 12. The majority of teachers implicitly apply this theory in Teaching and Learning process. In addition, this theory is very important for teachers to understand for each teaching aspect. Behaviorism itself is a “theory that puts forward the giving of stimulus to students which then if the stimulus is interesting then comes a response either positive or even negative”. Some applications of this behaviorism learning theory are carried out in the form of the selection of teaching strategies, teaching media and existing facilities and the assignment of assignments.

First, in applications in the field of teaching strategy, the theory of stimulus and response is in the form of language games in English lessons. Among them are Jigsaw, Drilling, Mind mapping, whisper race, Guessing, and several other language games. This stimulus is also equated with the purpose of the curriculum being used by Islamic Senior High School 2 Tulungagung, namely K13. K13 is a curriculum that aims to provide more student learning opportunities than their teachers. Through the above games on English lessons stimulate students to actively work (study) and seek knowledge from the learning process itself.

The implementation of K-13 or curriculum 2013 centers on the potential, development, needs, and interests of students and their environment. K-13 recognizes that students are in a central position and active in learning (Kunarto and Destrinelli, 2014). Then the position of a teacher is not fully regulating the class and is centered on it but is centered on the learners and the activity of the students. Therefore, the use of learning models both in theory and teaching methods must be really considered before teaching in class. In addition, because it is centered on the activeness of students, even students in curriculum 13 are highly permitted to create their own teaching topics if possible but remain in the direction of the teacher. In addition, because it is closely related to curriculum and material, a teacher of Islamic Senior High School 2 Tulungagung also

incorporates the theory of behaviorism into the preparation of lesson plans as a conceptual plan before teaching.

In addition, in applying the English teaching strategy, a teacher also gives rewards either verbally (praise) or additional value in the final evaluation evaluation. That way, a response arises from students to be more active and compete with other friends to get an award from their teacher. Reward itself positions as a stimulus that is very beneficial for the learning process, especially English. This is reinforced by the benefits of the appreciation of the work of students that students need appreciation from their environment in order to foster their confidence wherever they are (Litalisdiana, 2016).

Second, other subjects is also applied to the theory of behaviorism in the form of utilization of facilities in schools. At Islamic Senior High School 2 Tulungagung includes educational institutions with adequate facilities. A teacher can use the media provided by the institution such as; LCD projectors, computer laboratories, libraries, science laboratories, language laboratories and so on. In this case the use of LCD Projector media, an Arabic teacher often uses it as a stimulus for his students. By including teaching material in the form of short videos Native Speaker from Arabic can help students practice imitating conversations and procedures for reading correctly. In fact, in Mahima Istima' rarely teacher invites students to move to the Language Laboratory to improve understanding of Arabic. Here learning facilities are very important in implementing behavioristic learning theory at Islamic Senior High School 2 Tulungagung. The application of behavioristic theory in learning activities depends on several components such as; learning objectives, subject matter, student characteristics, media, learning facilities, environment, and reinforcement (Sugandi, 2007).

Through the use of facilities such as the media above, it can reduce the boredom of students at Islamic Senior High School 2 Tulungagung. As a result, students are individually more enthusiastic about learning because of the media used by the teacher. This includes the results of the response to the theory of behaviorism as well. In fact, it can be said clearly that without mediation students tend to get bored and lazy faster or have no interest in the learning process. So, learning media is very important in applying the theory of behaviorism to get a positive

response for students individually. In this case motivation arises as an external or extrinsic influence. Extrinsic motivation is motivation that arises because of stimuli or assistance from others. Extrinsic motivation is caused by the desire to accept rewards or avoid punishment, motivating those formed by external factors such as rewards and punishments (Irham and Wiyani, 2014).

Third, the application behaviorism theory is realized in the form of assigning assignments to students. One who applies this is in ICT or computer learning. Based on interviews with ICT teachers in Islamic Senior High School 2 Tulungagung the stimulus was realized in the form of computer equipment and group assignments for students. This task is in the form of making short videos or operating Microsoft office. The response from the students themselves is the result of the assignments given to the teacher. Usually this is used as assignment value and has an effect on the student's final semester grades. If the results of the task are in line with expectations, the value will automatically be good and vice versa. According Muflihini (2009) states that there are some general steps to realize the behavioristic theory and one of them is by giving stimulus and observing the stimulus obtained from exercises, assignments, tests, and the like.

While motivation arises with the existence of desire to get good grades. In this case, students are more active in making the final assignment. The creative role is one of the changes in student attitudes. These changes are positive changes and are the expectations of the teacher and the results of the application of the behavioristic theory itself. Values in the form of numbers that are good for individuals are very strong motivations (Sardiman, 2003).

Conclusion and Recommendations:-

The implementation of behaviorism theory in Islamic Senior High School 2 Tulungagung has been and is becoming an important reference in the teaching and learning process. The forms of application can be the use of teaching media facilities that have been provided by the institution itself, the inclusion of the nature or theory of behaviorism (stimulus and response) into the lesson plan which later aims to determine suitable strategies to be taught in class, assigning tasks both groups and individuals to assesment or evaluation. Besides that, this theory practically bring up some forms of motivation. Among them, such as motivation comes from the interests of

students, giving rewards or awards, to the spirit of competition to be more creative. Based on the result of research, researcher gives suggestion that every strategy used by teacher must consider with basis approach and it is quite important to be known first before determining the teaching strategy.

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