Behavioral Learning Theory Applied In PAI Learning At SDIT Juara

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Abstract: *Behavioristic theory, which places a strong emphasis on improving personal conduct, is ideally suited for use in educational settings, particularly in the study of Islam. It is evident that subject teachers have used behavioristic theory extensively to promote positive student behavior since its inception. regardless of the learning of Islamic Education (PAI) itself, discussing associated behavior. Since PAI learning is a subject that all schools must provide. Students' behavioural modifications can be realized by giving them stimuli that will elicit positive responses. This study aims to comprehend the significance of using behavioristic theories in the study of Islamic Religious Education.The author's method is descriptive qualitative, and it includes methods for gathering data such interviews, observation, and documentation.Based on the findings of the author's research, it was determined that SDIT Juara did a good job of applying behaviorist learning theory to PAI learning. Positive behavioral changes in the students, such as increased drive for learning, interaction, memory improvement, and tolerance, are what define it. It is well known that SDIT Juara uses the behavioristic learning theory in its teaching of Islamic religious education. This theory is thought to be the best source of information to use when learning Islamic Religious Education, and it is hoped that by using this theory, it will be possible to see improvements in student conduct.*

Keywords: *Behavioral Learning, Islamic Educational*

Abstrak: Teori behavioristik, yang sangat menekankan pada peningkatan perilaku pribadi, sangat cocok untuk digunakan dalam lingkungan pendidikan, terutama dalam studi tentang Islam. Jelas bahwa guru mata pelajaran telah menggunakan teori behavioristik secara ekstensif untuk mempromosikan perilaku siswa yang positif sejak awal. terlepas dari pembelajaran Pendidikan Islam (PAI) itu sendiri, membahas perilaku terkait. Karena pembelajaran PAI adalah mata pelajaran yang harus disediakan oleh semua sekolah. Modifikasi perilaku siswa dapat diwujudkan dengan memberikan rangsangan yang akan menimbulkan respon positif. Penelitian ini bertujuan untuk memahami signifikansi penggunaan teori behavioristik dalam kajian Pendidikan Agama Islam.Metode penulis adalah deskriptif kualitatif, dan mencakup metode pengumpulan data seperti wawancara, observasi, dan dokumentasi. Berdasarkan temuan penelitian penulis, ditentukan bahwa SDIT Juara melakukan pekerjaan yang baik dalam menerapkan teori belajar behavioris pada pembelajaran PAI. Perubahan perilaku positif pada siswa, seperti peningkatan dorongan untuk belajar, interaksi, peningkatan memori, dan toleransi, adalah apa yang mendefinisikannya. Sudah diketahui bahwa SDIT Juara menggunakan teori pembelajaran behavioristik dalam pengajarannya tentang pendidikan agama Islam. Teori ini dianggap sebagai sumber informasi terbaik untuk digunakan ketika belajar Pendidikan Agama Islam, dan diharapkan dengan menggunakan teori ini akan memungkinkan untuk melihat perbaikan dalam perilaku siswa

Kata Kunci: *Behavioristik, Pendidikan Islam*

INTRODUCTION

Many students today are victims of education, which is typically brought on by unchecked conduct brought on by social forces or environmental factors. This kind of weak education is quite alarming and demands the attention of everyone involved in education.[1] Of course, the focus of education nowadays is on helping students realize changes in their behavior that are for the better. Because it will have a detrimental effect on children, the implementation of education should not always be done randomly.[2] As a result, the teacher is the factor most helpful in the

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[1]X. Gabaix, Behavioral inattention. *Handbook of Behavioral Economics: Applications and ….* (2019). https://www.sciencedirect.com/science/article/pii/S2352239918300216

[2]A. Hooda, Gupta, P., Jeyaraj, A., Giannakis, M. The effects of trust on behavioral intention and use behavior within e-government contexts. *International Journal of ….* (2022). https://www.sciencedirect.com/science/article/pii/S0268401222000871

accomplishment of a character-building education. Teachers should be aware of their responsibilities as educators who work closely with kids. The learning activities must be based on theories relevant to the study topic.[3]

It will be simpler for students to understand the lesson if learning theory is applied by paying attention to the creation and selection of learning materials. Textual evidence alone cannot demonstrate the effectiveness of a lesson, but positive student behavior patterns can. Behavioristic theory is one of the most often used theories in Indonesia that addresses the issue of student behavior improvements.[4]

According to Mukinan, behaviorism is the belief that people are immobile living entities who are subject to the influences of their surroundings(Bakeman & Quera, 2012). In essence, manipulating the effect that occurs in the world around us is possible. It cannot be assumed that subject teachers have used behavioristic theory extensively to encourage student behavior since its introduction. regardless of the learning of Islamic Religious Education (PAI) itself, discussing matters pertaining to behavior.[5]

METHOD

The author's research method employs qualitative research techniques. The philosophy of positivism serves as the foundation for qualitative research techniques, much as positivism itself is applied to naturalistic research. Qualitative research techniques are helpful for gathering detailed information and containing meanings based on what actually occurs in the field. As a result, qualitative research places more emphasis on the meaning it contains than generalization.[6]

The data collection methods used can be used to identify the study's key rarity. As a result, the author's methods for gathering data include observation, interviewing, and writing. Here is the justification:

1. Making observations of the subject of inquiry is a research strategy known

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[3]J. E., Grant, Potenza, M. N., Weinstein, A. Introduction to behavioral addictions. *The American Journal of …*. (2010). https://doi.org/10.3109/00952990.2010.491884

[4]D. Irawan, Asri, K., Destriani, Surya, A., & Saleh, R. Pengaruh Penggunaan Mind Mapping Dalam Pembelajaran Fiqih Terhadap Pemahaman Siswa. *Jurnal Pendidikan Profesi Guru Agama Islam*, *2*(2) (2022), 219–228. https://doi.org/10.19109/pairf.v1i4.3225

[5]K. F. Hew, Bai, S., Huang, W., Du, J., Huang, G., Jia, C. Does Flipped Classroom Improve Student Cognitive and Behavioral Outcomes in STEM Subjects? Evidence from a Second-Order Meta-Analysis and Validation Study. *… Conference on Blended …*. (2020). https://doi.org/10.1007/978-3-030-51968-1_22

[6]J. W. Creswell, *Penelitian Kualitatif dan Desain Riset (Memilih antara Lima Pendekatan)*. Pustaka Pelajar, 2014.

as observation.
2. The interview is a research method in which the resource person is asked questions with the goal of gathering data relevant to the study issue.
3. Documentation is a data gathering method that involves examining textual, visual, and electronic records that are relevant to the study issue.

RESULTS AND DISCUSSION

According to the literature review, behavioristic learning theory is a theory that places a strong emphasis on improving student behavior. How the instructor implements the teaching approach will reveal whether or not the pupils' conduct has changed.[7] In this context, the author has investigated behavioristic learning theory in studying Islamic Religious Education at SDIT Juara Condong Catur. Anisa N.A, a teacher of Islamic religious education at SDIT Juara Condong Catur, was directly interviewed by the author as part of the data collection procedure for the application of behavioristic theory. The author starts out by asking Anisa N.A how his father feels about behavioristic learning theory. The answer expressed by Anisa Nur Aziz is as follows:

"The behavioristic theory of learning is a theory that deserves to be outlined in the learning process because with this theory, the teacher will know better how his capacity to produce stimuli and reactions of students so as to give birth to changes in the behavior of better collar learners."[8]

It is clear from the quotation from Anisa N.A that behaviorist learning theory is used in Islamic Religious Education at SDIT Juara. It is intended that by using this theory, it would be possible to see improvements in student conduct. The theory is regarded as a reference resource that is deserving of being implemented in studying Islamic Religious Education.[9]

It is crucial to understand how behavioristic learning theory may be used to the study of Islamic religious education. According to Ivan Pavlo's explanation of predicament conditioning, behavioural changes may be achieved by repeated stimulus and repetition. Thus, by stimulating students and having them review the content, teachers may help students who are

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[7]D. G. Kingdon, & Turkington, D. *Cognitive-behavioral therapy of schizophrenia*. Psychology Press, 2022.
[8]A. Nur Aziz, *Wawancara*, 2022.

[9]R. Simanjuntak, Mengenal Teori-Teori Belajar. *Sanctum Domine: Jurnal Teologi*, *7*(1), (2020), 47–60. https://doi.org/10.46495/sdjt.v7i1.43

learning Islamic religious education to improve their behavior in a beneficial way.[10]

Taught. The same technique was done by Islamic Religious Education instructors at SDIT Juara by implementing behavioristic learning theory in line with the aforementioned explanation. Anisa N.A asserts that by offering exercises, incentive, reinforcement, and stimulation, behaviorist learning theory may be used to the study of Islamic religious education. Here is the justification:

1. The conversation or revisiting of previously taught lessons is the reinforcement that is being discussed here. The practiced reinforcement is thought to be able to enhance pupils' retention of the prior instruction.
2. The motive in question is that the Islamic Religious Education instructor initially gives motivation relevant to the topic to be provided before the discussion of the material. For instance, the instructor may begin a lesson on Islamic history by quickly recounting the Prophet Muhammad Saw's illuminating life.
3. The stimuli mentioned here are used in the Islamic Religious Education learning process. Teachers provide pupils stimuli that might pique their interest in learning. For instance, when there are great pupils, teachers praise them.
4. Giving exercises indicates that the Islamic Religious Education Teacher conducts training activities linked to the topic taught at that time after the learning material has been addressed. For instance, the instructor concludes the class with a description exercise.[11]

Assuming the aforementioned argument is accurate, it follows that behavioristic learning theory is utilized by the professors of Islamic religious education at SDIT Juara. This is demonstrated by the fact that the learning process for Islamic Religious Education at SDIT Juara includes elements of reinforcement, motivation, stimulation, and exercise.

High prospects for the achievement of changes in student behavior in a positive direction are undoubtedly emphasized by the application of behavioristic learning theory to the learning of Islamic Religious Education at SDIT Juara. According to Skinner, learners' interactions with their

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[10]M. F. Kaya, Implementing flipped classroom model in developing basic language arts of the fourth grade students. *Turkish Online Journal of Distance Education*, 2021. https://dergipark.org.tr/en/pub/tojde/issue/65206/1002856

[11]A. Nur Aziz, *Wawancara*, 2022.

environment modify how they respond to stimuli, which leads to behavioral changes.[12] The use of behavioristic theory in teaching Islamic religious education can result in pupils responding favorably.[13] Due to Anisa N.A's response to the author's question, pupils' conduct may alter as a result of their engagement with the instructor in this instance. According to Anisa N.A's explanation of the alteration in conduct at the time of the interview.

What behavioral changes take place in pupils after adopting behavioristic theory is the issue posed by the author.[14] The response is given below. "I've noticed improvements in student behavior, including increased enthusiasm for learning, intrusiveness, better memory, and tolerance."

The author then correlates Anisa N.A's viewpoint with any observations or observations made in the field. The following are the outcomes of the author's observations about modifications in student behavior:

a. According to the author's findings, pupils generally have excellent drive to study and good learning reasons. It is signaled by the beginning of class, at which point everyone enters the room except for the pupils.

b. According to the author, the interactive process of students at SDIT Juara is fairly excellent, as indicated by the learner asking questions about what he does not grasp throughout the learning.

c. Memory, which refers to pupils' good recall of lessons taught. This is seen when the teacher reviews the subject matter and pupils answer effectively to the teacher's queries.

d. Tolerance, according to the author's findings, learner tolerance is extremely good, as seen by the absence of obstacles in play between Muslim and non-Muslim learners.

Based on the findings of the interviews and observations, the author concludes that the use of behavioristic learning theory in studying Islamic Religious Education by PAI instructors at SDIT Juara generates positive improvements in student behavior.

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[12]J. E., Grant, Potenza, M. N., Weinstein, A. Introduction to behavioral addictions. *The American Journal of ...*. (2010). https://doi.org/10.3109/00952990.2010.491884

[13]A. N. Kaczkurkin, & Foa, E. B. Cognitive-behavioral therapy for anxiety disorders: an update on the empirical evidence. In *Dialogues in clinical neuroscience*. Taylor & Francis. 2022. https://doi.org/10.31887/DCNS.2015.17.3

[14]Destriani. Inovasi Pengembangan Kurikulum Pendidikan Agama Islam di SMKN Negeri 1 Rejang Lebong. *International Journal Of Educational Resources*, *2*(6), (2022), 614–630.

CONCLUSION

Behavioristic learning theory is a theory that focuses on student behavior improvement. The combination of inputs and reactions results in learning. An individual is judged to have learnt if he can show a change in his conduct. According to this theory, the most essential aspect of the learning process is the absorption of science in the form of stimuli (stimuli) and the outcomes in the form of replies (responses).

The existence of behavioristic learning theory in studying Islamic Religious Education at SDIT Juara is common. The idea is regarded as a reference source worthy of being implemented in studying Islamic Religious Education, and it is believed that its implementation would result in positive changes in student conduct.

The implementation of behavioristic learning theory in Islamic Religious Education by PAI instructors at SDIT Juara produces in positive improvements in student behavior such as learning motivation, interaction, memory building, and tolerance.

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