

## APPLICATION OF B.F. SKINNER'S BEHAVIORISM LEARNING THEORY IN ISLAMIC EDUCATION LEARNING FOR HIGH SCHOOL STUDENTS

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### Abstract

This study aimed to know and describe the application of B.F Skinner's Operant Conditioning Behaviorism Learning Theory in Islamic Education learning among high school students and to know students' responses. In this study, the researchers described the forms of stimulus provision and Operant Conditioning B.F Skinner principles applied in Islamic Education learning. This research used qualitative methods. The data collection techniques used observation, interviews, and documentation. In comparison, data analysis is done with several stages: data reduction, data presentation, and conclusion drawing. The results showed that B.F Skinner's Operant Conditioning Behaviourism Learning Theory in Islamic Education learning was successfully applied. The implication of this research indicates that applying the theory resulted in a positive response and changes in student behaviour in the form of learning motivation, activeness, reinforcement, and improved student memory.

**Keywords:** Learning Theory, B.F Skinner Behaviorism, Islamic Education Learning

### INTRODUCTION

Education basically functions to assist students in their self-development, namely the development of all their potential, skills, and personal characteristics towards a positive direction, both for themselves and their environment.<sup>1</sup> Many internal and external aspects influence the success of an education. Internal factors are within the learner, while external factors, such as the environment, come from outside the learner. Next, one of the external aspects that greatly affects the success of learning is the teacher.<sup>2</sup> Therefore, the teacher is

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<sup>1</sup> Silviana Nur Faizah, "Hakikat Belajar Dan Pembelajaran," *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 1 (2) (2017): 175–85, <https://doi.org/10.30736/atl.v1i2.85>.

<sup>2</sup> Hasbiyallah Finna Baity Janah, Muqowim, "Evaluasi Pembelajaran BTHQ Kibar Di Masa Pandemi Covid-19 Di SMP Mugadeta Muhammadiyah 3 Depok," *Islamika: Jurnal Keislaman Dan Ilmu Pendidikan* 4 (3) (2022): 333–43, <https://doi.org/10.36088/islamika.v4i3.1896>.

the most supportive thing in realising character education. Teachers who interact directly with students should understand their role as teachers.<sup>3</sup>

In implementing the educational process, learning becomes the most important activity. Learning is a process that involves a series of actions by teachers and students based on reciprocal relationships in educational situations to achieve certain goals. Thus, learning can occur anywhere, anytime, and come from anyone. The expected change is, of course, a change for the better than before.<sup>4</sup>

But in reality, in the implementation of the learning process itself, problems often arise that can hinder the learning process, such as many students who have difficulty understanding the material, have difficulty concentrating, lack attention, and lack enthusiasm for learning.<sup>5</sup> Therefore, to overcome these problems, teachers responsible for implementing learning must be able to understand and prepare learning approaches or theories.

Using learning theory by paying attention to material development and selection and designing learning correctly will make it easier for students to understand the subject matter. The success of learning cannot be seen only by textually but also by changes in good behaviour towards students. One of the existing theories in the learning process is Behaviorism Theory, which views learning as changing student behaviour from not understanding to understanding. The teacher's job is to control the stimulus and learning environment so that it changes closer to the desired goal, and the teacher gives awards to students who are able to show significant changes.<sup>6</sup>

B.F. Skinner's Behaviorism Theory is one of the learning theories known as "Operant Conditioning" or operant behaviour, which is behaviour that is carried out spontaneously and freely. B.F. An American psychologist, Skinner, viewed reinforcement as the most important element in learning. In this context, reinforcement refers to a stimulus or response that strengthens a student's behaviour. When students are given positive reinforcement (e.g. praise, reward or recognition), they tend to be more diligent in their learning.<sup>7</sup>

As for the Islamic Religious Education subjects at Muhammadiyah Kalasan High School, it uses the ISMUBA (Al-Islam, Kemuhammadiyah and Arabic Language) curriculum, which includes Al-Quran Hadith Education, Akidah Akhlak, Fikih, Tarikh and Arabic Language, and in its development is also taught Muhammadiyah subjects. The scope of Islamic Religious Education illustrates the importance of maintaining harmony and balance in human relations with Allah SWT, fellow humans, themselves, and other creatures and the environment. In applying B.F. Skinner's learning theory in learning Islamic

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<sup>3</sup> Suyadi Muhammad Fadhil Alghi Fari Majid, "Penerapan Teori Belajar Behavioristik Dalam Pembelajaran PAI," *KONSELING: Jurnal Ilmiah Bimbingan Dan Konseling* 1 (3) (2020): 95–103, <https://doi.org/10.19109/pairf.v2i2.4443>.

<sup>4</sup> Maulfi Syaiful Rizal Haniyah Kamilah Az-zahra, "MPLEMENTASI TEORI BELAJAR BEHAVIORISME B.F. SKINNER DALAM PEMBELAJARAN MERANCANG NOVEL PADA SISWA KELAS XII IPS," *SASTRANESIA: Jurnal Program Studi Pendidikan Bahasa Dan Sastra Indonesia* 12 (1) (2024): 104–17, <https://doi.org/10.32682/sastranesia.v12i1.3554>.

<sup>5</sup> Rini Dwi Susanti, "Strategi Guru Kelas Dalam Mengatasi Kesulitan Belajar Akademik Siswa Dalam Pembelajaran Di Sekolah Dasar," *Konseling Edukasi: Journal of Guidance and Counseling* 2 (2) (2018): 139–54, <https://doi.org/10.21043/konseling.v2i2.4470>.

<sup>6</sup> Novi Irwan Nahar, "Penerapan Teori Belajar Behavioristik Dalam Proses Pembelajaran," *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial* 1 (1) (2016): 64–74.

<sup>7</sup> Rz. Ricky Satria Wiranata Kiki Melita Andriani, Maemonah, "Enerapan Teori Belajar Behavioristik B. F. Skinner Dalam Pembelajaran : Studi Analisis Terhadap Artikel Jurnal Terindeks Sinta Tahun 2014 –2020," *SALIHA: Jurnal Pendidikan & Agama Islam* 5 (1) (2022): 78–91, <https://doi.org/10.54396/saliha.v5i1.263>.

Religious Education, it is hoped that the learning process can run effectively, be easily accepted, and be fun for students.

Based on the observations made at SMA Muhammadiyah Kalasan Yogyakarta, Islamic Education teachers have implemented a behavioural operant conditioning approach, characterised by Islamic Education teachers reinforcing students, both positive and negative reinforcement in the learning process. However, some students sometimes disobey or have a bad personality toward teachers, especially Islamic Religious Education teachers. So, if this is not addressed, it will make students' personalities even worse. In addition, there are also students whose interest in learning has decreased. This is characterised by students' hesitation in asking questions or expressing opinions. If this is not overcome, students' interest in learning will decrease even more.

Previous research related to B.F Skinner's Behaviorism Learning Theory was conducted by Muhammad Dhori (2021) with the title "Analysis of Behavioristic Learning Theory in the Teaching and Learning Process at SD Negeri 7 Kayuagung" which discusses the analysis of the application of behavioristic learning theory in the teaching and learning process at school using reinforcement, practice, stimulus, and motivation. In this study, the positive changes in student behaviour include being well-motivated in learning, being very interactive and active, and having a strong memory.<sup>8</sup>

The next research was conducted by Haniyah Kamilah Az-Zahra and Maulfi Syaiful Rizal (2024) with the title "Implementation of B.F. Skinner's Behaviorism Learning Theory in Novel Designing Learning for XII Social Studies Class Students of SMA N 1 Kepanjen" which discusses how the positive and negative reinforcement model and its application at the high school level.<sup>9</sup>

Murniyati and Suyadi (2021) also examined B.F. Skinner's Behaviorism Learning Theory with the title "Application of Skinner's Behaviorism Learning Theory in Learning to Read and Write Al-Qur'an SDIT Alam Nurul Islam Yogyakarta" which discusses the impact and application of behaviourism theory from B.F Skinner's figure at the Alam Nurul Islam IT Elementary School which is known from learning to read and write Al-Qur'an.<sup>10</sup> The difference between the previous and this research is that the unit of study is the basic competency for applying B.F. Behaviorism Theory. In addition to the basic competencies, the level in this research uses the upper secondary level. In this case, this study refines previous studies by exploring more deeply how the positive and negative reinforcement model and its application at the senior high school level. In addition, researchers are interested in analysing the application of B.F Skinner's behaviourism theory in Islamic education learning for Muhammadiyah Kalasan Yogyakarta High School students. This will help readers find various inspirations related to providing positive and negative reinforcement that will change student behaviour according to what is expected.

## RESEARCH METHODS

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<sup>8</sup> Muhammad Dhori, "Analisis Teori Belajar Behavioristik Dalam Proses Belajar Mengajar Di SD Negeri 7 Kayuagung," *Heutagogia : Journal Islamic Of Education* 1 (1) (2021): 95–107, <https://doi.org/10.14421/hjie.2021.11-09>.

<sup>9</sup> Maulfi Syaiful Rizal Haniyah Kamilah Az-Zahra, "Implementasi Teori Belajar Behaviorisme B.F. Skinner Dalam Pembelajaran Merancang Novel Pada Siswa Kelas XII IPS," *SASTRANESIA: Jurnal Program Studi Pendidikan Bahasa Dan Sastra Indonesia* 12 (1) (2024): 104–17, <https://doi.org/10.32682/sastranesia.v12i1.3554>.

<sup>10</sup> Suyadi Murniyati, "Penerapan Teori Belajar Behavioristik Skinner Dalam Pembelajaran Baca Tulis Al-Qur'an Di SDIT Alam Nurul Islam Yogyakarta," *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman* 11 (2) (2021): 177–92, <https://doi.org/10.47200/ulumuddin.v11i2.895>.

Overall, this study's combination of observation, interview, and documentation methods provides a comprehensive picture of how behaviourism theory is applied and adapted in the context of Islamic Education learning at SMA Muhammadiyah Kalasan Yogyakarta. These three methods complement each other, ensuring that the research results reflect the existing reality accurately and deeply.<sup>11</sup>

The main rarity in research can be seen from the data collection techniques used. Therefore, the data collection carried out by the author is observation (observation), interview (interview), and documentation. The following is the explanation:

1. Observation is a technique used in research by observing the object of study, where the author directly observes the object of research at SMA Muhammadiyah Kalasan Yogyakarta. Through observation, the author can collect detailed data about activities, behaviours, and interactions in the school environment. This technique allows the author to understand the dynamics that occur in the classroom, student behaviour in teaching and learning situations, and how the school environment affects the educational process. Observation provides an authentic and real-time picture of the phenomenon being studied, thus producing relevant and in-depth data following the research's context.<sup>12</sup>
2. The interview is a research technique conducted by asking the interviewees questions to obtain information in accordance with the research topic. In SMA Muhammadiyah Kalasan Yogyakarta, this technique is applied to explore the application of B.F. Skinner's Behaviourism Theory in the learning process of Islamic Religious Education for students. Through interviews, the author can gain insights directly from teachers, students, and other related parties regarding how behaviourism principles, such as positive and negative reinforcement, are applied in Islamic religious education classes. The information obtained from these interviews enabled the author to understand the extent to which behaviourism theory influences students' learning behaviour, its effectiveness in improving the learning process, and the challenges that may be faced in applying the theory.<sup>13</sup>
3. Documentation is a data collection technique that analyzes written, pictorial, or electronic documents related to the research topic. In SMA Muhammadiyah Kalasan Yogyakarta, this technique is used to examine written, pictorial, and electronic documents associated with the application of B.F. Skinner's Behaviourism Theory in the learning process of Islamic Religious Education to students. Documentation includes analysis of learning records, student evaluation reports, teaching modules, classroom video recordings, as well as other materials that can provide a concrete picture of how the principles of behaviourism are applied in teaching Islamic religious education. Through this technique, the author was able to collect evidence that supports the results of interviews and observations and gain a deeper understanding of the impact of the application of behaviourism theory on the development of students' learning behaviour.<sup>14</sup>

Overall, this study's combination of observation, interview, and documentation methods provides a comprehensive picture of how behaviourism theory is applied and adapted in the context of PAI learning at SMA Muhammadiyah Kalasan Yogyakarta. These three methods

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<sup>11</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017), p. 15.

<sup>12</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2017), p. 220.

<sup>13</sup> Sukmadinata, p.216.

<sup>14</sup> Sukmadinata, p. 221.

complement each other, ensuring that the research results reflect the existing reality accurately and deeply.

## RESEARCH RESULT AND DISCUSSION

### B.F. Skinner's Behaviorism Learning Theory

One of the major schools in education since the middle of this century is behaviourism. Behaviourism is a psychological theory, but in another sense, it has “dismantled” the boundaries of traditional psychological concerns and developed an educational theory. As an educational approach, it has gained recognition among modern scientists who value scientific methodology and objectivity.<sup>15</sup>

The theory of behaviourism is one of the fields of experimental psychology that was later adopted by the world of education. Although various new schools emerged in the future as a reaction to behaviourism, it must be admitted that this theory has dominated the argumentation about human learning until the end of the 20th century. According to the theory of behaviourism, learning is seen as a change in behaviour, where these changes appear in response to various stimuli that come from outside the subject. Theoretically, learning in the context of behaviourism involves four main elements: drive, stimulus, response and reinforcement. What is meant by the drive is a psychological mechanism that encourages a person to fulfil their needs through learning activities. A stimulus is a stimulus from outside the subject that can cause a response. The response is a response or reaction to a given stimulus. From the perspective of behaviourism, responses usually appear in the form of visible behaviour. Reinforcement is reinforcement provided to the learning subject so that he feels the need to respond sustainably.<sup>16</sup>

Burrhus Frederic Skinner (1904-1990) was a famous American psychologist from the school of behaviourism. The essence of Skinner's thought is that every human being moves because he gets stimuli from his environment.<sup>17</sup> B.F. Skinner began his discovery of learning theory with his belief that the principles of classical conditioning were only a fraction of the behaviours that could be learned. Much human behaviour is operant, not respondent. Classical conditioning only explains how existing behaviours are paired with new stimuli but not how new operant behaviours are achieved. Skinner defines learning as a process of behaviour change. Changes in behaviour that are achieved as a result of learning are through the process of reinforcing new behaviours that arise, usually called operant conditioning. So with this, B.F. Skinner is famous for the theory of operant conditioning.<sup>18</sup>

Behaviour, like response and action, is a word that simply refers to what a person does in a given situation. Conceptually, according to Skinner, behaviour can be analogized to a

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<sup>15</sup> Maemonah, *Psikologi Belajar: Pengantar Kajian* (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta, 2017), p. 13.

<sup>16</sup> Dewi Isnawati Intan Putri Hamruni, Irza A. Syaddad, Zakiah, *Teori Belajar Behaviorisme Dalam Perspektif Pemikiran Tokoh-Tokohnya* (Yogyakarta: Pascasarjana Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2021), p. 2.

<sup>17</sup> Hamruni, Irza A. Syaddad, Zakiah, p. 59.

<sup>18</sup> Esa Nur Wahyuni Baharuddin, *Teori Belajar Dan Pembelajaran* (Yogyakarta: Ar-Ruzz Media, 2016), p.103.

sandwich, which carries two environmental influences on behaviour. The first is the antecedent (the event that precedes the behaviour), and the second is the consequent (the event that follows the behaviour). This relationship can be shown simply as a sequence of antecedents-behavior-consequences, or A-B-C. As a continuum, behaviour is a process of consequences given to behaviour becoming antecedents for behaviour to occur, and so on.<sup>19</sup>

According to Raber (2003), operants are several behaviours or responses that have the same effect on the immediate environment. In operant conditioning, behaviour is controlled by its consequences, usually accompanied by reinforcement for the emergent behaviour. Unlike in respondent conditioning (where the response is elicited from a specific stimulus, the response in operant conditioning occurs without being preceded by the stimulus but rather by the effects of the reinforcer. The reinforcer is essentially a stimulus that increases the likelihood of a certain response but is not intentionally held as a partner to another stimulus as in classical conditioning.<sup>20</sup>

In one of his experiments, Skinner used a rat in a crate called the “Skinner Box”. This Skinner box contains two main components, namely manipuladum and reinforcement tools, which include food containers. Manipuladum is a component that can be manipulated, and its movement is related to reinforcement. This component consists of buttons, bars, and levers.<sup>21</sup>

In the experiment, the rat first explored the cage by running here and there, smelling the objects around it, scratching the walls, and so on. Such behaviour of the rat is called “emitted behaviour”, which emanates from the organism without regard to a particular stimulus. Then, one of the rat's behaviours (such as paw scratching or snout touching) can press the lever. This lever pressure results in the appearance of food grains in the container. The food grains that appear are a reinforcer for the rat that has pressed the lever. Pressing the lever is called operant behaviour that will continue to increase if accompanied by reinforcement, namely reinforcement in the form of food grains into the food container.<sup>22</sup>

Indirectly, Skinner's experiments were also influenced by the law of effect. In addition to the law of effect, operant conditioning learning theory is also subject to two other different operant laws: operant conditioning law and extinction law. According to operant conditioning, the behaviour will increase if a behaviour is accompanied by reinforcement. Meanwhile, according to the law of extinction, if a reinforcing stimulus and conditioning reinforce a behaviour not accompanied by a reinforcing stimulus, the behaviour will decrease or even disappear. These two laws also have something in common with the law of classical conditioning.<sup>23</sup>

The most important element in learning is reinforcement, where knowledge formed through stimulus-response bonds will be stronger if reinforced. Skinner divides this reinforcement into two, namely, positive reinforcement and negative reinforcement. Positive

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<sup>19</sup> Baharuddin, p. 103.

<sup>20</sup> Baharuddin, p. 104.

<sup>21</sup> Baharuddin, p. 105

<sup>22</sup> Baharuddin, p. 105

<sup>23</sup> Baharuddin, p. 106.

reinforcement, as a stimulus, can increase the occurrence of repetition of the behaviour, while negative reinforcement can cause the behaviour to decrease or disappear. Forms of positive reinforcement are gifts (candy, gifts, toms, etc.) and behaviour (smiling, nodding your head in agreement, clapping your hands, giving a thumbs up). Or awards (grade A, 1st place and so on). Forms of negative reinforcement include delaying/not giving awards, giving additional tasks or showing displeased behaviour (shaking your head, frowning, disappointed face and others).<sup>24</sup>

The similarity between positive and negative reinforcement lies in the reinforcement or encouragement to produce a positive or good response or behaviour. The difference between the two is in the provision of the stimulus. The stimulus in positive reinforcement provides pleasant consequences, while negative reinforcement provides a stimulus that will produce outcomes that are less pleasant or detrimental.<sup>25</sup>

Punishment is a consequence of reducing or eliminating the possibility that a behaviour will occur. In other words, giving punishment will produce a response or behaviour that is reduced due to the consequences. Giving punishment is not interpreted as physical punishment but as reprimands and advice.<sup>26</sup> Of course, negative reinforcement is different from punishment if negative reinforcement is an increase in good behaviour due to a given stimulus. In contrast, punishment will result in suppression or reduction in the response or behaviour due to its consequences.

The punishment given to the subject will reduce the behaviour or response and tend not to repeat the good response next time.

Table 1. Application of Operant Conditioning Behaviorism Theory to Learning.

<b>Positive Reinforcement</b>		
Behaviour	Consequences	Forward-looking behaviour
Students dare to come to the front of the class and ask questions	The teacher gives praise and rewards	Students become more courageous and confident when they come to the front of the class and actively ask questions.
<b>Negative Reinforcement</b>		
Behaviour	Consequences	Forward-looking behaviour
Students do not dare to come to the front of the class and are passive in asking questions. The teacher is silent and does not reprimand loudly	The teacher is silent and does not reprimand loudly	Students became brave enough to come to the front of the class and started to ask questions actively.
<b>Punishment</b>		

<sup>24</sup> Herpratiwi, *Teori Belajar Dan Pembelajaran* (Yogyakarta: Media Akademi, 2016), p. 6-7.

<sup>25</sup> Hady Siti Hadijah Ade Nurcahya, "Pemberian Penguatan (Reinforcement) Dan Kreatifitas Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 5 (1) (2020): 83–96, <https://doi.org/10.17509/jpm.v4i2.18008>.

<sup>26</sup> Sri Marmoah Ahmad Syawaludin, "Reward And Punishment In The Perspective Of Behaviorism Learning Theory And Its Implementation In Elementary School," *SHEs: Conference Series* 1 (1) (2018): 18–23, <https://doi.org/10.20961/shes.v1i1.23614>.

Behaviour	Consequences	Forward-looking behaviour
Students are busy and do not pay attention to the lesson	The teacher reprimanded him	Students stop being busy during the lesson

### Islamic Religious Education

In the National Education System Law, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State.<sup>27</sup>

Islamic religious education or Islamic Education is essentially tafaqquh fi al-din in schools or madrasahs, which is a serious effort to understand or deepen religious knowledge and practice it in everyday life. Tafaqquh fi al-din can thus also be understood as a serious effort to study aspects of Islamic teachings in the form of the Qur'an, Hadith, creed, morals, fiqh, and the history of Islamic culture as well as other sciences related to and supporting efforts to understand Islam, such as knowledge of reading and writing the Qur'an and Arabic language.<sup>28</sup>

According to Abdurrahman al-Nahlawi, as quoted by Mappasiara (2018), The definition of Islamic education implied in the term al-tarbiyah includes four elements of the approach, namely (1) maintaining and maintaining the fitrah of students before adulthood; (2) developing all the potential of students towards perfection; (3) directing all fitrah towards perfection; (4) implementing education in a planned and gradual manner.<sup>29</sup>

According to Zakiyah Daradjat, they were said, as quoted by Asep A. Aziz et al. (2020) state that Islamic religious education is an effort to foster and nurture students so that they can always understand the teachings of Islam as a whole. Then, we can live the purpose of practising Islam and making it a way of life. According to Islamic teachings, religious education is a command of God and is a manifestation of worship to Him.<sup>30</sup> So, it can be concluded that Islamic religious education is a process of internalising values in students so that students can direct their lives in accordance with Islamic teachings.

Regarding the purpose of Islamic education in schools, Zakiah Daradjat, quoted by Mokh Iman Firmansyah (2019), suggests several objectives. First, we must nurture and develop and form positive and disciplined student attitudes and love for religion in various lives as the essence of piety, obeying the commands of Allah and His Messenger. Second, obedience to Allah and His Messenger is an intrinsic motivation for students to develop science so that they are aware of faith and knowledge and their development to achieve the pleasure of Allah SWT. Third, fostering students to understand religion correctly and practising it into religious skills in various dimensions of life.<sup>31</sup>

### B.F. Skinner's Behaviorism Learning Theory in Learning

The Behaviorism Learning Theory developed by Burrhus Frederic Skinner significantly influences the educational context. This theory emphasises the importance of

<sup>27</sup> Dkk Heny Sumiyati, *Diskursus Manajemen Pendidikan Islam* (Kudus: Duta Dinamika, 2022), p. 162.

<sup>28</sup> Mahfud Junaedi, *Paradigma Baru Filsafat Pendidikan Islam* (Jakarta: Kencana, 2017), p. 239.

<sup>29</sup> Mappasiara, "Pendidikan Islam (Pengertian, Ruang Lingkup Dan Epistemologinya)," *JIP: Jurnal Inspiratif Pendidikan* 7 (1) (2018): 147–60, <https://doi.org/10.24252/ip.v7i1.4940>.

<sup>30</sup> Uus Ruswandi Asep A. Aziz, Ajat S. Hidayatullah, Nurti Budiyaniti, "Pembelajaran Pendidikan Agama Islam (PAI) Di Sekolah Dasar," *Taklim: Jurnal Pendidikan Agama Islam* 18 (2) (2020): 131–45, <https://doi.org/10.17509/tk.v18i2.32806>.

<sup>31</sup> Mokh. Iman Firmansyah, "Pendidikan Agama Islam : Pengertian, Tujuan, Dasar, Dan Fungsi," *TAKLIM: Jurnal Pendidikan Agama Islam* 17 (2) (2019): 79–90, <https://doi.org/10.17509/tk.v17i2.43562>.



environmental influences in shaping individual behaviour. Applying this theory in learning aims to change and shape student behaviour through reinforcement given in response to the desired behaviour. One of the main aspects of applying behaviourism learning theory is the provision of positive and negative reinforcement. Positive reinforcement is given in return for desired behaviour, while negative reinforcement is used to eliminate or reduce unwanted behaviour. In learning Islamic Religious Education, teachers can provide positive reinforcement through appreciation, recognition, or gifts to students who behave according to religious values and understand well.

Learning is a teaching and learning process, namely, the teacher and student subject interaction. The student's learning process forms changes in behaviour, while the teacher's teaching task is to become an architect to achieve the learning process's purpose. For the learning process to be carried out properly, a teacher must be able to create good learning so that the learning process desired behavioural changes can be made. Thus, a teacher must provide the right method so that learning is in accordance with the objectives to be achieved.<sup>32</sup>

A professional teacher should have a high willingness to teach. A teacher must be able to arouse student interest, cultivate good attitudes and talents, and be able to organise the teaching and learning process properly.<sup>33</sup> Teachers can apply Skinner's operant conditioning theory as a method in the learning process. The theory is used as a foundation so that the learning process can produce goals as expected. The formation of behaviour change must, of course, be done repeatedly so that it forms a habit.

Applying operant conditioning theory in learning can be done by providing positive reinforcement or rewards. Rewards will have a positive impact on children. Among the benefits of giving rewards are causing positive responses, creating habits to continue doing work, and creating a feeling of pleasure because they get rewarded when doing work. Giving rewards to students in learning does not always have to be in the form of material. The prizes can be in the form of praise, more attention, friendliness, etc. Punishing or sanctioning students aims to prevent unwanted behaviour. The punishment must be to straighten out students' behaviour, be educative, and be proportional.<sup>34</sup>

In applying operant conditioning theory in learning, as expected by Skinner, is to prioritise the provision of positive reinforcement or appreciation. Of course, according to this theory, success in learning is strongly influenced by the provision of positive reinforcement. Punishment is at least used as the last option if the subject's behaviour has deviated too far from the norms.<sup>35</sup>

### **Application of B.F. Skinner's Behaviorism Learning Theory in Islamic Education Learning for Students of SMA Muhammadiyah Kalasan Yogyakarta**

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<sup>32</sup> Ade Nurcahaya and Hady Siti Hadijah, "Pemberian Penguatan (Reinforcement) Dan Kreatifitas Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 5 (1) (2020): 83–96, <https://doi.org/10.17509/jpm.v4i2.18008>.

<sup>33</sup> Mohamad Aso Samsudin Arfandi Arfandi, "Peran Guru Profesional Sebagai Fasilitator Dan Komunikator Dalam Kegiatan Belajar Mengajar," *Edupedia : Jurnal Studi Pendidikan Dan Pedagogi Islam* 5 (2) (2021): 124–32, <https://doi.org/10.35316/edupedia.v5i2.1200>.

<sup>34</sup> Nur Hoiriyah Setyo Pambudi, "Penerapan Teori Operant Conditioning B.F. Skinner Dalam Pembelajaran Pendidikan Agama Islam (PAI) Di Sekolah," *Al-Hikmah : Jurnal Studi Islam* 1(2) (2020): 150–65, <https://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/3922>.

<sup>35</sup> Zaenal Arifin and Humaedah, "Application of Theory Operant Conditioning BF Skinner's in PAI Learning (Penerapan Teori Operant Conditioning B.F Skinner Dalam Pembelajaran PAI)," *Journal of Contemporary Islamic Education* 1 (2) (2021): 101–10, <https://doi.org/10.25217/cie.v1i2.1602>.

As discussed earlier, the main focal point of Operant Conditioning theory in learning by B.F Skinner is the provision of reinforcement (reinforcement) to the organism (subject) shortly after giving a response to the stimulus. This reinforcement is programmed so that there is a repetition or increase in response. In education, giving reinforcement means giving awards. Awards positively influence everyday human life, namely encouraging someone to improve their behaviour and increase their activities or efforts. Thus, if the person given the award is a student who is learning, then the effect is that the student will accept the reinforcement given as a useful stimulus to stimulate students to repeat their actions that are considered good, even spur students to do even better.

The application of operant conditioning theory is very limited, but Skinner said that this theory has very strong implications for education, especially in learning practices. This theory can help stimulate students to be motivated to improve their achievements. Skinner revealed that positive control contains a favourable attitude because learning provides a graded and sustainable response.<sup>36</sup>

Applying behavioristic learning theory to Islamic religious education is very important. As explained in Ivan Pavlov's opinion related to the conditioning paradigm, changes in behaviour can be realized if frequent stimulation and repetition are carried out.<sup>37</sup> The Islamic Education teacher at SMA, Muhammadiyah Kalasan, also conveyed the same thing. In his interview, he explained "the importance of applying Operant Conditioning theory to find out the extent to which Islamic Education lessons affect students' interest in learning because each child has different intelligence and motivation in receiving lessons so that with the application of this theory is expected to be able to spur students to be more enthusiastic in participating in learning and the realisation of behavioural changes in students towards positive".

If it can be applied properly and correctly, Skinner's learning theory will make the learning and teaching process for students more successful. Therefore, to implement or apply operant conditioning learning theory in the learning process, according to Sughiartono et al. (2007: 99), cited by Muahamad Irham and Novan Ardy Wiyani, it is necessary to pay attention to the following principles:

1. The students should be immediately informed of the report or the result in the learning process. If it is wrong, it should be corrected; if it is correct, it should be reinforced.
2. In the learning process, the teacher must follow the rhythm of the students who learn, implementing the learning process using the module system.
3. In implementing the learning process, do not use and apply punishment. However, educators try to change the environment so that it does not lead to student behaviour that must be punished.
4. When the behaviour desired by the educator appears, the student is immediately rewarded as a form of reinforcement.
5. In learning, shaping is used, which is the formation of habits based on learning experiences from a series of stimuli and responses.<sup>38</sup>

From the above principles, it can be concluded that Skinner's learning principles emphasise the process and positive reinforcement for students so that students are more motivated to learn. Departing from the explanation above and the research findings, some of

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<sup>36</sup> Dimiyati dan Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: Rineka Cipta, 1999), p. 9.

<sup>37</sup> (Muhammad Fadhil Alghi Fari Majid, 2020)

<sup>38</sup> Muhammad Irham dan Novan Ardy Wiyani, *Psikologi Pendidikan Teori Dan Aplikasi Dalam Proses Pembelajaran* (Yogyakarta: AR Ruzz Media, 2013), p. 158-159.

Skinner's principles are applied by teachers in Islamic Education learning at SMA Muhammadiyah Kalasan, including:

- a. Learning Outcomes must be communicated to students

When the teacher finishes explaining the teaching material related to Islamic history, students are asked to fill in the practice questions on the competency test in the teaching module. Then, the teacher and students correct each other. Each student can know which answers are correct or wrong based on these activities.

- b. The learning process must follow the rhythm of the learner, learning material using the module system

According to the principles of Skinner's Behaviorism Learning Theory, a teacher in the learning process must follow the situation and conditions of the students' rhythm as learners. Therefore, the learning material to be delivered is used with the Module system. The teacher prepares a module with the material for designing novels and provides information to students so that they can read the module before learning begins so that learning is independent.

- c. The Learning Process does not use and apply punishment. However, Educators change the environment so that it does not lead to student behaviour that must be punished.

Teachers also need to provide negative reinforcement or stimulus that may, for some students, bring up unpleasant feelings. This negative stimulus is to avoid punishment that can have an impact that can weaken or reduce the occurrence of responses that appear in the future. In Islamic Education learning with Islamic History material, on several occasions, the teacher gave negative reinforcement to students, including students who did not do their homework and made noise in the classroom. The rules are made in two ways: First, for students who do not do homework, the awarding and deduction of grades are postponed until the homework can be completed. Second, for students who make a riot in the classroom, the student is given advice. From the explanation of the results of the observations above, it can be seen that the provision of negative stimulus (punishment) is provided as a form of the lesson to weaken students' bad behaviour so that students do not repeat the wrong habits and can still complete their assignments properly

- d. Student Behavior in Accordance with the Teacher's Desire is Rewarded in the Form of Gifts and Praise

During the learning process, students actively ask questions and respond to the material presented by the teacher. Students also succeeded in answering quizzes the teacher gave related to the discussion of Islamic history material properly and correctly. The teacher provides appreciation through praise, additional grades, and gifts in the form of snacks for students. It is intended that the student's behavior can last and increase, and it provides stimulation or motivation for other students who have not been active in learning in order to have the enthusiasm to improve their achievements. According to researchers, the application carried out by Islamic Education in providing reinforcement, especially positive reinforcement, is in accordance with Skinner's principles. As a consequence that can strengthen a behaviour, positive reinforcement is given so that students can repeat and increase their active behaviour again when participating in learning.

- e. Shaping Technique in the Learning Process

Furthermore, the Shapping Technique in Skinner's Operant Conditioning Behaviorism Learning Theory is the formation of certain habits based on experience in

the form of stimulus and response. According to Komalasari (2011), the Shaping technique is used to form new behaviours that have not previously been displayed by providing reinforcement or assistance systematically and directly every time the behaviour is displayed.<sup>39</sup> Behaviour is changed by successfully reinforcing small elements of the desired new behaviour until it approaches the final behaviour.

The Shapping Technique that teachers provide and apply, especially in Islamic Education learning with Islamic history material at SMA Muhammadiyah Kalasan, is by providing a stimulus in the form of questions related to Islamic history material to students, but the student cannot answer questions from the teacher, as a teacher in applying the Shapping Technique in the classroom the teacher does not give punishment or punishment to the student. However, the teacher will help students answer questions by providing material explanations related to the questions presented.

Based on the question stimulus, the explanation given so students can answer questions brings new student behaviour, such as paying more attention to the teacher when explaining, reading the material carefully, and recording important points in a teacher's explanation. In this case, teachers can assess students by using observation.

Based on the results of interviews, which are then associated with observations regarding student responses to the application of Skinner's behaviourism learning theory carried out by teachers in Islamic Education learning at SMA Muhammadiyah Kalasan, resulting in responses and changes in student behaviour in a more positive direction, including:

- 1) Learning motivation, according to the author's observations, is quite good. It was marked when entering the lesson time, and then, at that time, the students entered the class without anyone hanging around.
- 2) According to the author, the interactive process of students at SMP Muhammadiyah Kalasan is quite good. It is evidenced that when learning occurs, students ask questions about what they do not understand.
- 3) Memory is the strength of students' memories of lessons learned. This is indicated when the teacher reviews the subject matter, and students can respond well to questions given by the teacher.

Based on the explanation above, it can be understood that the Islamic Education teacher applies behaviourism learning theory in the learning process of Islamic Education at Muhammadiyah Kalasan High School. This is evidenced by the response and changes in student behaviour towards a more positive direction. Applying behaviourism learning theory in Islamic Education at Muhammadiyah Kalasan High School certainly focuses on great expectations for realising changes in student behaviour for the better. According to Skinner, the relevance between stimuli and responses occurs due to interaction with the environment, causing behavioural changes in students. Applying behavioristic theory in learning Islamic Religious Education can generate a positive response from students.

## CONCLUSION

The application of B.F. Skinner's Behaviourism Learning Theory in Islamic Religious Education learning at SMA Muhammadiyah Kalasan Yogyakarta has significantly impacted students' learning process. This theory, which emphasises the importance of positive and

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<sup>39</sup> Karsih Gantina Komalasari, Eka Wahyuni, *Teori Dan Teknik Konseling* (Jakarta: Indeks, 2011).

negative reinforcement in shaping behaviour, has been used by Islamic Education teachers to increase student's engagement and motivation in learning.

Positive reinforcement, such as praise and rewards, is given to students who demonstrate good learning behaviour, encouraging them to continue to achieve and increasing self-confidence. In contrast, negative reinforcement encourages students to improve their behaviour by reducing negative consequences when positive changes occur. Through this approach, students become more motivated to participate actively in the learning process and more disciplined in meeting academic demands. In addition, the application of repeated practice and repetition of material, which is also part of the behaviourism theory, helps students internalise religious concepts more effectively. This approach not only strengthens students' understanding of the teaching materials but also forms consistent learning habits.

However, applying this behaviourism theory also faces significant challenges, particularly in tailoring reinforcement to students' individual needs. Not all students uniformly respond to reinforcement. Some may feel motivated by praise and rewards, while others may not feel the same impact. Therefore, it is important to apply a flexible approach tailored to each student's characteristics and needs. On the other hand, to increase the effectiveness of applying behaviourism theory, it is recommended that teachers develop reinforcement strategies that are more varied and suited to the individual needs of students. This approach will help ensure that each student gets the motivation to achieve. Nevertheless, overall, the behaviourism theory has succeeded in improving the quality of Islamic religious education learning, both in terms of academic achievement and student character formation.

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