

Implementation of behaviorism theory in the formation of positive behavior at muhammadiyah 1 middle school kartasura

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ARTICLE INFO

Article history

Received:

08-09-2024

Revised:

12-10-2024

Accepted:

27-11-2024

Keywords

Implementation;

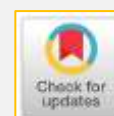
Behaviorism Theory;

Positive Behavior.

ABSTRACT

This study aims to: (1) find out the implementation of behaviorism theory in cultivating positive behavior at SMP Muhammadiyah 1 Kartasura. (2) discover the inhibiting factors and supporting factors for implementing the theory of behaviorism in cultivating positive behavior at SMP Muhammadiyah 1 Kartasura. The method used is field research. With a phenomenological approach and using observation data collection techniques, documentation and interviews. Data analysis carried out namely data reduction, data presentation, and data verification or conclusions. The findings show that: the application of the theory of behaviorism at Muhammadiyah 1 Kartasura Middle School is in the form of a stimulus given starting from habituation in the morning, application of smiles, greetings and salutation, as well as discipline exemplified by the teacher. The theory of behaviorism is a theory that emphasizes changes in the behavior of an individual after getting a stimulus. The use of behaviorism theory is quite efficient in cultivating positive behavior in students at SMP Muhammadiyah 1 Kartasura. This can be seen from the number of students who show a positive response in line with expectations. Habituation that is done before learning in class begins is a form of stimulus that is carried out by the teacher. With the stimuli that have been given to students, many students experience changes in behavior in a positive direction. In addition to habituation at school, parental attention is also very influential on student behavior. Student psychology is one of the important things that influence the learning process, so special attention is needed in providing stimulus.

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Introduction

Learning is a complex process that involves all external parties, not only acquiring information from educators but also the actions that need to be taken, especially when expecting good learning outcomes. One of the learning processes that focuses on different activities and behaviors is the use of specific learning methods. Because learning methods are essentially a good way to achieve learning targets and acquire the ability to develop learning activities conducted by educators (Rumiyati, 2010).

The success of learning activities can be assessed by the effectiveness of learners in applying the learned values. Success can be viewed from the level of understanding, mastery, and application in daily life. However, it is evident that academic achievements attained so far only focus on academic grades and lack attention to student behavior.

On the other hand, theory is a set of propositions containing ideas, concepts, procedures, and principles consisting of one or more variables that are interrelated and can be studied, analyzed, tested, and proven true. Learning theory is a theory that includes the procedures for the implementation of teaching and learning activities between teachers and students, as well as designing learning methods to be carried out in the classroom or outside the classroom (Arofah, 2019).

Teachers use learning theories to design learning materials so that students can easily digest the material, allowing learning targets to be achieved according to established rules. Learning theory is a set of interrelated principles that elaborate on a series of facts and findings related to learning events (Novi, 2016).

Learning theories are divided into three types: behaviorist theory, cognitive theory, and humanistic theory. Behaviorist theory focuses on shaping behavior through stimulus and response. Behaviorist theory emphasizes the need for observed behavior. Learning events in behaviorist theory are achieved by training reflexes and thus becoming habits controlled by individuals. In other words, behaviorist theory implies behavioral change as a result of experience. Behaviorist learning theory is a form of changing student behavior caused by stimuli and responses (Fera, 2015).

This behaviorist theory is used to show students how they should react and respond to specific stimuli. The reinforcement provided by the teacher must also be repeated and regular to remind students of the intended learning behavior. Without this, students may quickly disregard responses they have previously received because they have not gone through the process of habituation. Reinforcement and repetition of learning with behavioristic theory must go hand in hand to create changes in behavior, especially positive behavior (Fera, 2015b).

Positive behavior is good behavior that aligns with the values and norms of life in society. Positive behavior is reflected in discipline, hard work, diligence, and honesty. This positive behavior of students is not only related to expressions, attitudes, and actions that students must show in school interactions, but also various other provisions that can support the effectiveness of the teaching and learning process. Knowledge of student behavior is not only necessary for every student to know but also needs to be known by every teacher, with the aim of directing and guiding students to follow such behavior (Nurul, 2018).

This research was conducted directly in the field to observe the implementation of behaviorist theory at SMP Muhammadiyah 1 Kartasura. This research is more focused on junior high school students who exhibit negative behavior. The cultivation of positive behavior includes discipline, hard work, diligence, and honesty. The cultivation of positive behavior includes exemplary behavior, habituation, advice, and punishments carried out by the school. Several ways are undertaken by teachers at SMP Muhammadiyah Kartasura in the implementation of cultivating positive behavior, such as forming good habits in each student. Before entering the class, congregational Dhuha prayer is performed, and at the beginning of the 15 minutes before the learning takes place, students are required to always recite prayers before studying and read the Qur'an. All of this is done so that every student has a sense of gratitude for the blessings given by Allah. Then the teacher always invites students to perform Dhuhr and Asr prayers in congregation at the school mosque. All of this is scheduled at the school, and if there is anyone who does not comply, the student will be given a punishment in the form of sanctions.

Method

The type of research used by the researcher is qualitative methodology (Syaiful Anam, 2023). This method employs field research techniques and is conducted to analyze the implementation of behaviorist theory in shaping positive behavior at SMP Muhammadiyah 1 Kartasura. The approach used is phenomenology, a qualitative research type that closely examines and listens to detailed individual explanations of their experiences. Therefore, the phenomenological approach is used in-depth at SMP Muhammadiyah 1 Kartasura to ensure that the obtained data aligns with the realities in the field. The subjects in this research are the school principal, teachers, and students.

Data validity techniques used here are crucial concepts influenced by the concepts of validity and reliability according to positivism, adjusted to the demands of qualitative research knowledge, criteria, and paradigms. In this study, the researcher employs the technique of triangulation. Triangulation involves comparing and adjusting data obtained through interviews, observations, and documentation to assess the validity or accuracy of the data for the analysis process.

This research utilizes qualitative data analysis with a deductive nature, meaning it employs theory as a research tool from the initial selection and definition of the problem, balanced with diverse data obtained, which is then developed into hypotheses supported by the acquired data, leading to conclusions (Sugiyono, 2014).

Results and Discussion

Based on the research results on the formation of positive behavior at SMP Muhammadiyah 1 Kartasura, many efforts have been made by the teachers. This school emphasizes behavioral education through pre-learning routines in the classroom. Student behavior is closely monitored to achieve one of the visions of SMP Muhammadiyah 1 Kartasura, which is to instill appreciation and experience of Islamic teachings for noble character.

Positive behavior exhibited by students refers to good behavior that aligns with the values and norms of societal life. Positive student behavior is reflected in disciplined attitudes, hard work, diligence, honesty, loyalty to friends and relatives, willingness to sacrifice, always taking full responsibility, having the courage to help and uphold the truth, as well as high tolerance (Nashihin, 2017). Positive student behavior is the core of student behavior influenced by habits, attitudes, emotions, values, ethics, power, beliefs, and genetics. Student behavior is categorized as normal behavior, acceptable behavior, strange behavior, and deviant behavior.

The cultivation of positive behavior is carried out to shape an individual capable of behaving well in society according to prevailing norms (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). Behavioral education is crucial for students to face social life. In cultivating positive behavior, educators must have specific strategies to assist in the process of forming positive behavior in students. Various learning methods and theories can be used by teachers at SMP Muhammadiyah 1 Kartasura, both inside and outside the classroom.

To provide guidance to students, educators must possess specific skills to provide stimuli to learners. In the teaching and learning activities to elicit responses from students as desired, teachers need to master learning theories for effective learning outcomes. In the student behavior coaching at SMP Muhammadiyah 1 Kartasura, the researcher examines how positive student behavior is formed using behaviorist theory. Behaviorism considers the environment as the shaper of individual behavior. Behaviorist theory asserts that learning outcomes (behavioral changes) do not come from inherent human abilities (insight) but from stimuli that trigger responses. This aligns with the goal of SMP

Muhammadiyah 1 Kartasura, which prioritizes behavioral changes in students.

1. Stimulus

Stimulus refers to the learning environment itself, both internal and external, that causes learning. Stimulus can also be interpreted as the efforts made by teachers to shape student behavior. Stimuli conducted by teachers at SMP Muhammadiyah 1 Kartasura to shape Islamic behavior include habits such as Duha prayer, Quran recitation, communal prayers, hadith memorization, motivational support, and obligatory prayers in congregation. In addition to cultivating positive behavior, SMP Muhammadiyah 1 Kartasura provides stimuli in the form of punishment for negative behavior, demonstrating that the stimuli provided by teachers are effective and consistent.

2. Response

Response is the consequence or impact, physically, to the stimulus. Response is the result of a stimulus given by an educator to a student. After observing at SMP Muhammadiyah 1 Kartasura, the researcher found various responses shown by students. Many students provide positive responses, but there are also some students who exhibit negative responses.

Student responses can be observed through their behaviors and habits. Changes in student behavior can be seen through the development of behavior from grade VII to grade IX. Additionally, changes in student behavior can be observed through the parents' feedback on the positive changes in their children's behavior. For students exhibiting negative behavior, sanctions are applied, influencing a change in negative behavior, although some students may repeat such negative behavior.

Through various forms of coaching and habituation using behaviorist theory, teachers have contributed to significant changes in students' behavior at SMP Muhammadiyah 1 Kartasura from their entry into the school until they are taught. Positive behavior towards educators, peers, and parents is evident in students. Students show a gradual shift towards positive behavior from grade VII to grade IX.

Habits such as Duha prayer, memorization of Juz 30, communal prayers, motivational support, BTA (Basic Theological Attitude), hadith memorization, and obligatory prayers in congregation have a significant impact on student behavior. Rules and applied sanctions are enforced to ensure that students learn from their mistakes and gradually abandon negative behaviors. Although some students still violate rules, exhibit disrespectful behavior, and are difficult to manage.

The use of behaviorist theory in shaping positive student behavior at SMP Muhammadiyah 1 Kartasura has been quite effective. Some supporting factors for the implementation of behaviorist theory in cultivating positive behavior include:

1. The school's goal emphasizes the cultivation of positive behavior to ensure that graduates from SMP Muhammadiyah 1 Kartasura are individuals with good and noble character. This aligns with the focus of behaviorist theory, emphasizing behavioral change.
2. A comfortable school environment. The majority of students come from Islamic families that pay attention to their children's behavior and habits. The family environment has a significant impact on a child's behavior.
3. Teachers' attention to student behavior is excellent.

In addition to supporting factors, there are also inhibiting factors. The factors hindering the implementation of behaviorist theory in cultivating positive student behavior at SMP Muhammadiyah 1 Kartasura include:

1. Some students come from broken families, which significantly affects their behavior. Students spend more time at home, making it essential to monitor their behavior. Students who lack attention tend to exhibit negative behavior and are challenging to

- manage.
2. Students with psychological delays face difficulties in catching stimuli provided by teachers.
 3. The punishments given for rule violations do not always have a deterrent effect on students. As a result, some students continue to exhibit negative behavior.

Conclusion

The implementation of behaviorist theory in instilling positive student behavior at SMP Muhammadiyah 1 Kartasura can be considered effective. This is evidenced by the presence of stimuli in the form of pre-learning routines in the classroom. These routines include Duha prayer, Juz 30 recitation, memorization of hadiths, communal prayers, BTA (Basic Theological Attitude), obligatory prayers in congregation, and motivational support. In addition to these routines, teachers also exemplify positive behavior towards students. Rules and sanctions are also applied to shape positive student behavior. The responses given by students generally undergo positive changes, providing concrete evidence that the use of behaviorist theory is effective for instilling positive student behavior at SMP Muhammadiyah 1 Kartasura, not merely a theoretical concept.

Supporting and inhibiting factors in the application of behaviorist theory for instilling positive behavior at SMP Muhammadiyah 1 Kartasura include a comfortable school environment, a positive family environment, and excellent teacher-student relationships. On the other hand, inhibiting factors include a non-harmonious family environment, students with learning delays, and sanctions that may not be strict enough for students who violate rules.

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