THE APPLICATION OF BEHAVIORISTIC THEORY IN THE 2013 CURRICULUM LEARNING TO SHAPE THE PRINCIPLES OF STUDENTS' CHARACTERS

Nasrallah, Bahaking Rama, Ulfiani Rahman
UIN Alauddin Makassar
Jln. H. Yasin Limpo No. 36 Samata Gowa
Email: nasrullahu086@gmail.com; bahakingrama@uin-alauddin.ac.id; ulfianirahman@yahoo.co.id

Abstract: The purpose of this study is to describe the application of behavioristic theory in the learning of morality in the 2013 curriculum at the elementary school level. In addition, to reveal the implications of behavioristic theory in learning morality in the 2013 curriculum to shape the morals of elementary school students. This type of research is classified as library *research* with an interpretative text approach. Data were collected by quoting, adapting, and analyzing using data analysis techniques using the Miles and Huberman model of representative literature and having relevance to the problem discussed, then interpreting the data so that it becomes a conclusion that is considered to answer the problem formulation. The results of the study indicate that there are two main implications, namely: educators utilize preliminary and closing activities of learning as a means to shape the morals of students, and educators cooperate with various components of education staff in schools to form attitudes that lead to moral formation, including: a.) condition students in an environment that allows the formation of morals, b) create programs that allow students to learn to implement concept learning into practice, c) provide examples to students in the school environment; and d) make a moral commitment to students.

Nasrallah, Bahaking Rama, Ulfiani Rahman

Keywords: Behavioristic Theory, 2013 Curriculum Learning, Principles of Students' Characters

INTRODUCTION

Learning is the core of educational activities, therefore the solution to educational problems must be focused on the quality of learning. [1] In a learning process is strongly influenced by a learning theory used by an educator in achieving educational goals. Learning theory becomes the perspective or point of view of an educator in determining goals, teaching materials, methods, media, to evaluation models in learning. The use of an appropriate learning theory, will certainly support the achievement of learning goals and educational goals. Learning theory is quite popular in the world of education, one of which is behavioristic theory. Behavioristic is a learning theory using a stimulus-response relationship model, which is to provide a certain stimulus to students so that it causes a response in the form of desired behavior as learning outcomes that can be observed, measured, and assessed concretely. [2] According to behavioristic learning theory, the behavior of a learner can be shaped through what is called "behavior modification". [3] This is certainly in line with the purpose of moral learning, because

---

[1] Karwono dan Heni Mularsih, *Belajar dan Pembelajaran serta Pemanfaatan Sumber Belajar*, p. 7.

[2] Ridwan Abdullah Sani, *Strategi Belajar Mengajar* (Depok: Rajagrafindo Persada, 2019), p. 5.

[3] Uyoh Sadulloh, *Pengantar Filsafat Pendidikan* (Bandung: Alfabeta, 2003), p. 176-177.

in essence moral education aims at the formation of good behavior through the learning process.

According to Pudyo Susanto, behavioristic theory is very effective in changing maladaptive behavior in children and adults, where this maladaptive behavior is often inappropriate and dangerous. [4]Maladaptive behavior in children is often encountered such as disturbing to fighting with fellow friends, behaving impolitely to the teacher, and so on. Thus, the use of behavioristic theory can be said to be quite relevant in moral learning.

Furthermore, according to Muh. Nawawi in his research study, that behavioristic theory is the meeting point of learning methods that can be used in the learning process of children's morals, this method emphasizes learning systems that are efficient, systematic, focusing on habituation. [5]It is undeniable that a good or bad behavior arises from a habit. It is through habits that ultimately form morals in a person. As according to M. Quraish Shihab in his book entitled "The Lost From Us: Morals" explains that morality is born and formed through habits. M. Quraish Shihab also explained that the lessons that can be learned from the experiments of behavioristic figures are that a behavior is initially difficult to carry out, but because these behaviors are often repeated, in

---

[4] [4]Pudyo Susanto, *Belajar Tuntas: Filosofi, Konsep, dan Implementasi* (Jakarta: Bumi Aksara, 2018), p. 28.

[5]Muh. Nawawi, "Pendekatan Behavioristik Skinner dalam Pembelejaran Akhlak: Kajian Metode Pembelajaran Akhlak Anak Usia Prasekolah Berdasarkan Kurikulum Departemen Agama", *Skripsi* (Yogyakarta: Fak. Tarbiyah UIN Sunan Kalijaga, 2006), p. 4.

the end it gives birth to habits so that the behavior that becomes habitual is relatively permanent. and usually automatic, even making a behavior does not require a deep thinking function, as if it runs by itself.[6]

The same thing with M. Quraish Shihab, Majdi al-Hilali also in his book *"Ath-Thariq ila ar-Rabbaniyyah; Manhaja wa Sulukan"* which has been translated into Indonesian by A. Ikhwani, states that the characteristic of a person's soul is that he is accustomed to doing a behavior that becomes his habit. [7]If someone is used to doing a certain behavior, it will usually be difficult not to do it. Things like this can be seen in the phenomenon of society in the midst of the *Coronavirus disease* 2019 (Covid-19) pandemic that has occurred since the beginning of March 2020, coinciding with the month of Ramadan. As it is known that to break the chain of transmission of Covid-19, the government urges the government to avoid crowds, including in places of worship, so that the five daily prayers (including Friday prayers) and the sunnah tarawih prayers are recommended to be performed at home. However, for some people who have the habit of praying five times a day and praying Tarawih in the mosque, it seems that they are still praying in droves at the mosque. They don't seem to care about the sanctions imposed by the

---

[6] M. Quraish Shihab, *Yang Hilang dari Kita: Akhlak*, p. 89.

[7] Majdi al-Hilali, *Ath-Thariq ila ar-Rabbaniyyah; Manhaja wa Sulukan*, terj. A. Ikhwani, *Pribadi yang Dicintai Allah: Menjadi Hamba Rabbani* (Jakarta: Maghfirah Pustaka, 2005), p. 161.

government and even the health and safety impacts that can be caused by Covid-19.

Based on the explanation above, it can be understood that the application of behavioristic theory is quite effective in learning morality in the 2013 Curriculum to shape the morals of students. Especially at the elementary school level, considering that the cognitive function development of elementary school aged children (6 to 10 years) is still mechanical. This is in accordance with the assumptions put forward by the flow of behavioristic theory, that human children are born without the inheritance of intelligence, talent, inheritance of feelings and other abstract inheritances [8]and consider humans to be mechanistic (passive). Such conditions have implications for the practice of worship, including morals that are still imitative, which is very dependent on the socialization carried out by parents, teachers, and the surrounding environment. [9]So it becomes interesting for researchers to examine more deeply the implications of behavioristic theory in the learning of morality in the 2013 Curriculum to shape the morals of elementary school students. Of course, the results of the research will then be an alternative solution in dealing with the recent decline in the morals of students.

---

[8]Muhibbin Syah, *Psikologi Belajar* (Cet. 3; Jakarta: Rajagrafindo, 2004), p. 104.

[9] Syamsu Yusuf dan Nani M. Sugandhi, *Perkembangan Peserta Didik*, p. 68.

THEORETICAL FRAMEWORK

Theory Behavioristic

The meaning of behavior is behavior, which is carried out by organisms, systems, or artificial entities in relation to themselves or their environment which includes other systems or organisms around.[10]

According to Desmita, behaviorism is a school in understanding human behavior developed by John B. Watson, an American psychologist in the 1930s, as a reaction to psychodynamic theory. The behavioristic perspective focuses on the role of learning and explaining human behavior. The basic assumption about behavior according to this theory is that behavior is completely determined by predictable and controlled rules. According to Watson and other experts believe that human behavior is the result of genetic inheritance and environmental or situational influences. Behavior is controlled by irrational forces. This is based on the results of environmental influences that shape and manipulate behavior.[11]

1. Basic Assumptions of Behavioristic Theory

Mathew and Hergenhahn describe in their book entitled " *An Introduction to Theories of Learning* " as follows:

> *The founder of behaviorism was John Broadus Watson, who noted that consciousness could be studied only through the process*

---

[10] Ningsih Fadhilah, "Model Bimbingan Belajar Behavioristik dan Pandangannya dalam Perspektif Islam", *Jurnal Hikmatuna* 2, no. 2 (Desember 2016), p. 238.

[11] Desmita, *Psikologi Perkembangan Peserta Didik* (Jakarta: Rosdakarya, 2009), p. 44.

of introspection, a notoriously unreliable research tool. Because consciousness could not be reliably studied at all. To be scientific, psychology needed a subject matter that was stable enough to be reliably measured, and that subject matter was behavior.[12]

As mentioned above, the founder of behaviorism was John Broadus Watson. Behaviorism theory is a behavioral theory which assumes that consciousness is an unreliable research tool. Since consciousness cannot be reliably studied, it is not necessary to study it. On the other hand, to be scientific, psychology needs a subject that is stable and can be measured reliably. The correct subject matter according to the belief of the flow of behaviorism is behavior *(behavior).*

The same thing was also stated by John W. Santrock, who said that for the flow of behaviorism, awareness in the form of thoughts, feelings, or motives is an inappropriate subject matter for behavioral science, because these things cannot be directly observed. [13]These assumptions then affect the development of the theory and practice of education and learning known as behavioristic learning theory. Behavioristic learning theory is a learning theory that emphasizes the formation of behaviors that appear in the learner as a result of learning. In short, behavioristic learning theory explains

---

[12] Matthew H. Olson and B. R. Hergenhahn, *An Introduction to Theories of Learning Ninth Edition*, p. 44.

[13]John W. Santrock, *Educational Psychology 5th ed.*, terj. Harya Bhimasena, *Psikologi Pendidikan Edisi 5 Buku 1* (Jakarta: Salemba Humanika, 2014), p. 246.

that learning is a change in behavior that can be observed, measured, and assessed concretely.[14]

Muhammad Yaumi, explained the behavioral changes that can be observed, measured or assessed, what is meant by behavioristic theory, for example the behavior of stepping on the brakes of a vehicle when a *stop sign* on traffic signals to drivers. Similarly, when a teacher says to his student "Listen!" This is a signal to students to be quiet and pay attention to the teacher concerned.[15]

Furthermore, Mathew and Hergenhahn also explained that the focus of behavioristic theory is the prediction and control of behavior as the complete quote follows:

> *Psychology as the behaviorist views it is a purely objective experimental branch of natural science. Its theoretical goal is the prediction and control of behavior. Instropection forms no essential part of its methods, nor is the scientific value of its data dependent upon the readiness with which they lend themselves to interpretation in terms of consciousness. The behaviorist, in his effort to get a unitary scheme of animal response, recognizes no dividing line between man and brute. The behavior of man, with all its refinement and complexity, forms only a part of the behaviorist's total scheme of investigation.*[16]

---

[14] Ridwan Abdullah S., *Strategi Belajar Mengajar* (Depok: Rajagrafindo Persada, 2019), p. 5.

[15] Muhammad Yaumi, *Prinsip-prinsip Desain Pembelajaran: Disesuaikan dengan Kurikulum 2013* (Jakarta: Prenada Media, 2017), p. 28.

[16] Matthew H. Olson and B. R. Hergenhahn, *An Introduction to Theories of Learning Ninth Edition*, p. 45.

Psychology as the behaviorists saw it was a purely objective experimental branch of the natural sciences. The theoretical goal is the prediction and control of behavior. Introspection is not an essential part of his method. The scientific value of the data does not depend on its readiness to be interpreted in terms of consciousness. Behaviorists, in their quest to derive schemas of animal responses, do not recognize any difference between humans and animals. Human behavior, in all its sophistication and complexity, is only part of the total scheme of behaviorist research.

Behaviorists believe that every human child is born without an inheritance of intelligence, inheritance of talent, inheritance of feelings and other abstract inheritances.[17] Humans are reactive creatures whose behavior is controlled by external factors. One of these factors is environmental factors that determine human behavior. Based on this understanding, the individual's personality can be returned to the relationship between the individual and his environment. The things that affect the development of an individual's personality solely depend on the environment. According to this theory, people engage in behavior because they have learned it through previous experiences, associating the behavior with rewards. People stop the behavior, because they have not been rewarded or have been punished. All

---

[17]Muhibbin Syah, *Psikologi Belajar* (Jakarta: Rajagrafindo Persada, 2004), p. 104.

behavior, whether beneficial or destructive, is behavior that is learned by humans.[18]

Based on human nature, this behavioristic theory views that basically humans are mechanistic or respond to the environment with limited control, live in a deterministic nature and play a little active role in determining their dignity. Humans start their lives and react to their environment and this interaction produces behavioral patterns that will shape personality. A person's behavior is determined by the intensity and variety of types of *reinforcement* received in his life situation.[19]

2. Learning Method According to Behavioristic Theory

According to John W. Santrock, behavioristic learning methods include classical conditioning and operant conditioning. [20]Meanwhile, as quoted in Muhammad Yaumi, learning methods developed from behavioristic include *classical conditioning* developed by Ivan Pavlov, *operant conditioning* by Skinner, and *connectionism* from Thorndike. [21]Meanwhile, according to Corey in Sigit argues that in contemporary behavioristic there are four theoretical

---

[18] Izzatur Rusuli, "Refleksi Teori Belajar Behavioristik dalam Perspektif Islam", *Jurnal Pencerahan 8*, no. 1 (Juli – Desember 2014), p. 68. (38-54)

[19]Sigit Sinyata, "Teori dan Aplikasi Pendekatan Behavioristik dalam Konseling", *Jurnal Paradigma*, no. 14 (Juli 2012), p. 3. (1-11)

[20]John W. Santrock, *Educational Psychology 5th ed.*, terj. Harya Bhimasena, *Psikologi Pendidikan Edisi 5 Buku 1*, p. 248.

[21]Muhammad Yaumi, *Prinsip-prinsip Desain Pembelajaran: Disesuaikan dengan Kurikulum 2013 Edisi Kedua*, p. 29.

concepts that develop behavioristic theory, namely: *classical conditioning, operant conditioning, and social learning theory.*[22]

  a. *Classical Conditioning*

Classical conditioning or classical conditioning is a method developed by Ivan Petrovich Pavlov, a scientist who was born in Russia in 1849 and also died there in 1936. Through Pavlov, it can be seen how important and valuable an accidental discovery or accidental discovery is. Pavlov accidentally discovered that a dog who only saw food caused the dog to salivate. In addition, when he heard the footsteps of someone who used to carry food the dog also salivated. [23]It was this experience that became the background for the development of the classical conditioning theory experiment by Ivan P. Pavlov. Two simple experiments explaining classical conditioning, put forward by Ivan Pavlov in Mathew and Hergenhahn, are as follows:

> *I shall mention two simple experiments that can be successfully performed by all. We introduce into the mouth of a dog a moderate solution of some acid; the acid produces a usual defensive reaction in the animal: by vigorous movements of the mouth it ejects the solution, and at the same time an abundant quantity of saliva begins of flow first into the mouth and then overflows, diluting the acid and cleaning the mucous membrane of the oral cavity. Now let us turn to the second experiment. Just prior to introducing the same solution into the dog's mouth we repeatedly act on the animal by a certain external agent, I am a*

---

[22]Sigit Sinyata, "Teori dan Aplikasi Pendekatan Behavioristik dalam Konseling", *Jurnal Paradigma*, p. 5.

[23]B. R. Hergenhahn dan Metthew H. Olson, *Theories of Learning Seventh Edition*, terj. Triwibowo, *Teori Belajar Edisi Ketujuh* (Jakarta: Kencana, 2015), p. 61.
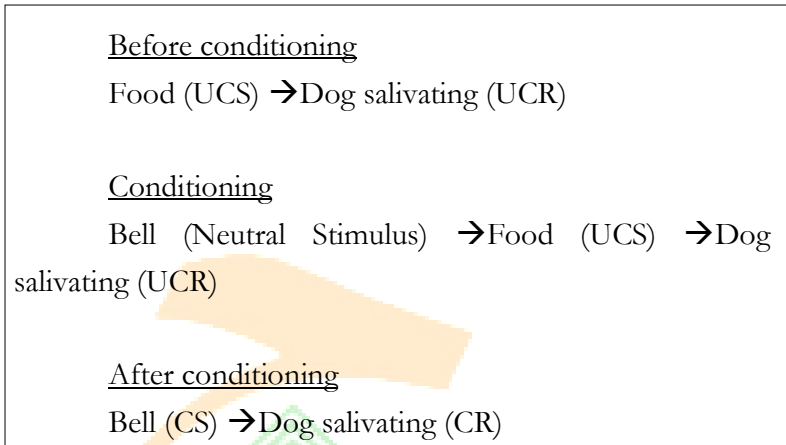
> *definite sound. What happens then? It suffices simply to repeat the sound, and the same reaction is fully reproduced – the same movement of the mouth and the same secretion of saliva.*[24]

Through what was stated by Pavlov above, it can be seen two simple experiments to understand classical conditioning theory. That Pavlov used a dog in his experiments. Where he puts into the dog's mouth some kind of moderate acid solution; the acid will produce a defensive reaction; with strong mouth movements the acid solution will secrete fluid, and at the same time a large amount of saliva will start flowing, first into the mouth and then overflowing and diluting the acidic solution and cleaning the mucous membranes in the oral cavity. Then in the second experiment. Before putting the same solution in the dog's mouth, first introduce something to the animal, such as sound. Next, simply repeat the sound, and a reaction similar to the first attempt would be to produce the same mouth movements and the same salivation.

According to John W. Santrock, classical conditioning is a type of learning method in which an organism learns to associate or associate a stimulus to produce the same response. In Pavlov's experiment it is necessary to understand two types of stimulus and two types of response, namely the *unconditioned stimulus (*UCS) and the conditioned stimulus (*conditioned stimulus* -CS), as well as the *unconditioned response (*UCR) and the conditioned response (*conditioned response* - CR).

---

[24]Matthew H. olson and B. R. Hergenhahn, *An Introduction to Theories of Learning Ninth Edition*, p. 152.

[25]The working process of classical conditioning in Pavlov's experiments, can be seen in the scheme below:

Before conditioning
Food (UCS) →Dog salivating (UCR)

Conditioning
Bell (Neutral Stimulus) →Food (UCS) →Dog salivating (UCR)

After conditioning
Bell (CS) →Dog salivating (CR)

In the above scheme it can be explained that at first food (UCS) is given to a dog, the dog then responds by salivating (UCR). Then the sound of the bell is sounded (neutral stimulus), the dog does not give any response. Furthermore, the dog is conditioned by ringing a bell before giving it food, the dog then responds by salivating from his mouth. After being conditioned, by ringing a bell (CS) before being given food, the dog will automatically respond by salivating (CR). It can be seen that the sound of the bell is a stimulus that the dog did not respond to before. After being conditioned, that is, being associated with food, then the bell produces the same response as the food stimulus.

---

[25]John W. Santrock, *Educational Psychology 5th ed.*, terj. Harya Bhimasena, *Psikologi Pendidikan Edisi 5 Buku 1*, p. 248.

RESEARCH METHOD

This type of research is *library research*. The type of library research is a series of research activities related to reading and taking notes and processing library collection materials only. [26]The library materials in question can be in the form of books, encyclopedias, dictionaries, journals, documents, magazines, and so on. [27]Judging from the approach, this research uses an interpretive approach. In general, the interpretive approach is an attempt to understand the explanation of social events based on one's experience. However, in the context of library research, the subject is library materials. [28]So that in this research, we will take an interpretive approach to the texts in the library materials that are used as sources of research data.

RESULTS AND DISCUSSION

1. Implications of the Application of Behavioristic Theory in the 2013 Curriculum Moral Learning

a. Implications of Application for Students and Educators

The application of behavioristic theory to the learning components of students as discussed previously, that students are seen as passive and reactive learners based on the situation

---

[26]Mestika Zed, *Metode Penelitian Kepustakaan* (Jakarta: Yayasan Pustaka Obor Indonesia, 2014), p. 2-3.

[27]Nursapia Harahap, "Penelitian Kepustakaan", *Jurnal Iqra'* 8, no. 1 (Mei, 2014), p. 68.

[28]Amir Hamzah, *Metode Penelitian Kepustakaan: Kajian Filosofis, Teoretis, Aplikasi, Proses, dan Hasil Penelitian* (Cet. I; Batu: Literasi Nusantara, 2020), p. 29-30.

that surrounds them. [29]It is also said that students behave or respond based on the given stimulus. This assumption places the position of students as learning objects, and educators (teachers) as learning subjects. Students as learning objects mean that students are brought in a position not free to choose, both in creating and imagining. [30]On the other hand, what learning materials will be obtained by students in learning is very dependent on what is given/transferred by the teacher. This is also because the teacher is the subject of learning, which means the only source of learning is the teacher.

The assumptions of behavioristic theory on the components of students and teaching staff, at first glance, seem contrary to the principles of moral learning in the 2013 Elementary School Curriculum, which says that students are placed as learning subjects. As a learning subject, a student strives to learn independently from various learning sources, not just receiving information from the teacher. [31]E. Mulyasa explained in the 2013 Curriculum learning that learning should involve as many students as possible so that they are able to explore to form competencies by exploring the various potentials possessed by students. The position of a teacher as

---

[29]Novi Irwan Nahar, "Penerapan Teori Belajar Behavioristik dalam Proses Pembelajaran", *Jurnal Nusantara* 1, no 1, (Desember 2016), p. 71.

[30]Novi Irwan Nahar, "Penerapan Teori Belajar Behavioristik dalam Proses Pembelajaran", *Jurnal Nusantara* 1, no 1, p. 71.

[31]Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan* (Jakarta: Pranada Media, 2013), p. 71.

an educator is to be a facilitator whose task is not only to convey information to students, but also to be creative in providing services and ease of learning to students so that they can learn in a pleasant, happy, enthusiastic, not anxious, and happy atmosphere. dare to express opinions openly. [32]

However, if examined more deeply, the behavioristic theory is not completely contradictory to the design of moral learning in the 2013 Curriculum at the Elementary School level. In particular, the modern behavioristic theory developed by Albert Bandura, as previously stated by Izzatur Rusuli that Albert Bandura as a behaviorist figure with a more modern view than the previous behavioristic figures, explained that human behavior is the result of socio-cultural conditioning, not merely the formation of a reflex relationship between stimulus and response. This concept then eliminates the mechanistic and deterministic view of humans, thus providing opportunities for freedom and adding skills to generate various responses. [33]Thus, it can be concluded that modern behavioristic theory views that the environment has a strong influence, but cognitive factors also contribute to student behavior.

If it is clashed again with the design of moral learning which has also been previously revealed by Karman, that educators should not only treat students as containers who at any time accept whatever is conveyed, but in certain contexts

---

[32]E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, p. 42.
[33]Izzatur Rusuli, "*Refleksi Teori Belajar Behavioristik dalam Perspektif Islam*", p. 45-46.

when the senses, reason, and heart have matured, Therefore, educators should design learning in such a way that students are more active in seeking and finding their own knowledge.[34]

Based on the explanation above, a common thread can be drawn regarding the implications of behavioristic theory on moral learning in the 2013 Elementary School Curriculum, especially on the components of students and educators, namely both students and educators can be positioned as subjects and objects of learning. This of course considers the phase of student development that affects the abilities of students, where if the senses, reason, and heart have reached mature development, students can be positioned as learning subjects and educators as learning objects. Conversely, if the development of students is still considered immature, then students must be positioned as learning objects and educators as learning subjects. This requires educators to be more observant in reading or analyzing the characteristics of students, so that they are appropriate in placing students as subjects or objects in the learning process.

b. Implications of Application of Learning Objectives and Materials

The application of behavioristic theory to the components of learning objectives as previously stated, namely, first, learning objectives are arranged based on capabilities, both character and ability of students. Second,

---

[34]M. Karman, *Tafsir Ayat-ayat Pendidikan*, p. 158.

learning objectives are divided into small parts that are simple to more complex learning objectives. Learning objectives are arranged based on small goals that are arranged systematically. Third, learning objectives are defined behaviorally. This means that learning objectives must be clear and stated in the form of behavior that can be carried out by students after participating in the learning process.

As for the formulation of the characteristics of moral learning in the 2013 Elementary School Curriculum, as stated by E. Mulyasa that the competencies that must be mastered by students need to be stated in such a way that they can be assessed, as a form of student learning outcomes that refer to direct experience. Students need to know the learning objectives, and the levels of mastery that will be used as achievement criteria explicitly, developed based on the goals that have been set.[35]

Based on the explanation above, it can be concluded that there is harmony between the learning principles in the behavioristic theory and the moral learning design of the 2013 Elementary School Curriculum. Learning objectives as the principles of behavioristic theory are applied in the design of moral learning in the 2013 Curriculum for Elementary School level in a formulation of Core Competencies (KI). Core Competencies are abilities that must be possessed by students through basic competencies that are organized in integrative learning and active student learning approaches. Core

---

[35]E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, p. 67.

Competencies contain competencies of spiritual attitudes, social attitudes, knowledge, and skills that are developed into Basic Competencies (KD). Basic Competencies are the translation of Core Competencies into smaller and simpler material parts systematically in order to achieve complex competencies (KI). This can be seen in the formulation of KI and KD in the subjects of Islamic Religion and Character Education at the elementary level as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud RI) Number 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum in Education Elementary and Intermediate.

c. Implications of Application of Learning Methods and Media

In general, the learning method in the 2013 Curriculum learning, as stated by E. Mulyasa, emphasizes the use of learning methods that involve high involvement or participation of students. [36]As stated in Permendikbud Number 22 of 2016 concerning Process Standards, the use of learning methods places more emphasis on learning methods that use scientific methods, facilitating students to find out those who demand truthful answers in multidimensional learning. The principle of choosing this method is clearly very different from behavioristic learning methods. Where the behavioristic learning method which views students as

---

[36]E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, p. 123.

individuals who behave mechanistically, has implications for learning methods that do not require much student participation, especially in the cognitive aspect.

But even so, the design of the 2013 Curriculum cannot be separated from behavioristic learning theory. First, on the principle of preparing the 2013 Curriculum RPP contained in the Standard Process that the RPP must contain a program design for providing positive feedback, reinforcement, enrichment, and remedies because in the learning process feedback and follow-up are needed. As is well known, strengthening either by *reward* or *punishment* is one of the methods offered by behavioristic theory. Second, it can be seen in the standard of the learning implementation process, it is also explained that in managing the classroom the teacher provides reinforcement and feedback *(feedback)* on the responses and learning outcomes of students during the learning process. Third, the learning principles of the 2013 Curriculum in the standard process suggest applying exemplary values and learning that takes place at school, at home, and in the community.

d. Application Implications for Learning Evaluation

In the previous discussion, it has been explained that the behavioristic theory emphasizes learning evaluation as an effort to provide feedback by educators to students. Especially in terms of directing the behavior of students, as expressed by Muhammad Yaumi regarding the role of educators in behavioral theory, namely providing behavioral reinforcement if the response in the form of student behavior

has led to the desired behavior. [37]Furthermore, this behavioristic theory emphasizes the evaluation of individual learner abilities.[38]

The evaluation of learning in the 2013 Curriculum design as written in Permendikbud Number 22 of 2016 concerning Process Standards, especially in closing activities, that educators are required to provide feedback on the process and student learning outcomes. After that, provide follow-up in the form of giving assignments either individually or in groups. [39]Based on the explanation above, a common thread can be drawn that there is harmony between the learning evaluation process as offered by the behavioristic theory and the 2013 Curriculum design. behavioristic with the design of moral learning in the 2013 Curriculum for Elementary School level. However, some inconsistencies were also found between the two. If examined in more depth, the 2013 curriculum does not fully adopt behavioristic theory. However, it can be seen that behavioristic theory in 2013 curriculum learning is generally widely used in activities at the beginning (introduction) and at the end (closing), while for core learning activities, constructivism theory is used more.[40]

---

[37]Muhammad Yaumi, *Media dan Teknologi Pembelajaran*, p. 50.

[38]Omon Abdurakhman, "Teori Belajar dan Pembelajaran", *Jurnal Didaktika Tauhidi 2 no.1* (2015), p. 6.

[39]Republik Indonesia, Peraturan Menteri Pendidikan dan Kebudayaan, Nomor 22 Tahun 2016 tentang Standar Proses.

[40]https://guraru.org/guru-berbagi/analisis-teori-behaviorisme-dalam-pelaksanaan-kurikulum-2013/2/ (10 Nopember 2021)

Furthermore, to form character (noble morality) in the 2013 Curriculum, ideally it is seen in Core Competencies, namely Core Competencies Group 1 and Core Competencies Group 2 which is an attitude assessment (religious and social). In each lesson the teacher is expected to always include KI 1 and KI 2 in each KD (basic competence) or always be included when students learn about knowledge (Core Competency Group 3) and application of knowledge (Core Competency Group 4). [41]This means that moral learning requires teachers in the field of Islamic Religious Education and Budi Pekerti to cooperate with various components of the education staff in schools to shape the character or character of students.

2. Implications of the Application of Behavioristic Theory in Moral Learning Curriculum 2013 to form the Morals of Elementary School Students

Based on the explanation above, related to the implications of the application of Behavioristic theory in moral learning in the 2013 Curriculum, the implications of the application of behavioristic theory in moral learning in the 2013 Curriculum are obtained to shape the morals of elementary school students, namely:

a. Utilizing preliminary and closing activities of learning as a means of moral formation; and

---

[41]https://guraru.org/guru-berbagi/analisis-teori-behaviorisme-dalam-pelaksanaan-kurikulum-2013/3/ (10 Nopember 2021)

b. Cooperation of various components of education personnel in schools to form attitudes that lead to the formation of character or character.

Further explanations related to the above implications are described as follows:

a. Utilize preliminary and closing activities of learning as a means of moral formation

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Process Standards, in preliminary activities teachers are required to carry out the following:

1) Prepare students psychologically and physically to participate in the learning process;

2) Provide contextual student learning motivation according to benefits and applications teaching materials in everyday life by providing local, national and international examples and comparisons;

3) Asking questions that relate previous knowledge to the material to be studied;

4) Explain the learning objectives or Basic Competencies; and

5) Delivering material coverage and explanation of activity descriptions according to the syllabus.[42]

---

[42]Republik Indonesia, Peraturan Menteri Pendidikan dan Kebudayaan, Nomor 22 Tahun 2016 tentang Standar Proses.

Meanwhile, in closing activities based on Permendikbud No. 22 of 2016 it is stated that the teacher and students both individually and in groups reflect to evaluate:

1) whole series of learning activities and the results obtained are then collectively found to benefit directly or indirectly from the learning outcomes that have taken place;

2) Provide feedback on the learning process and results;

3) Carry out follow-up activities in the form of assignment, both individual and group assignments; and

4) Inform the lesson plan for the next meeting.[43]

b. Cooperation various components of education personnel in schools to form attitudes that lead to the formation of students' character or character

There are several things that can be done by teachers in the field of Islamic Religious Education and Budi Pekerti in collaboration with all components in schools as implications for the application of behavioristic theory in moral learning in the 2013 Curriculum on the moral formation of elementary school students, modified from Fathul Khoiriyah [44] and various other literatures:

---

[43]Republik Indonesia, Peraturan Menteri Pendidikan dan Kebudayaan, Nomor 22 Tahun 2016 tentang Standar Proses.

[44]Fathul Khoiriyah, "Pembelajaran Pembelajaran Akhlak (Karakter) Perspektif Teori Behaviorisme", *Jurnal Subulana* 2, no. 1 (September 2018), p. 10-13.

1) Conditioning students in an environment that allows the formation of morals. The school prepares a learning environment that is in accordance with the design and objectives of moral learning to be achieved by using local wisdom as the basis for learning. Students are directed to be able to behave politely in greeting in the school environment, for example requiring students to shake hands and greet according to religious guidance to teachers and fellow friends every time they enter school and come home from school.

2) Create programs that allow students to learn to implement concept learning into practice. School can design an activity whose contents refer to the implementation of concept learning into practice, a type of *project* that will be carried out during a certain period, where evaluation can be carried out at any time and at the end of the activity period.

3) Provide modeling or exemplary in the school environment. Especially for educators, it is very important to be a *role model* of noble character for students.

4) Make a moral commitment. Schools must encourage students to have a noble moral commitment. This commitment can be implemented through a student contract to obey and comply with school rules that refer to the formation of noble character.

CONCLUSION

The application of Behavioristic theory in learning can be seen in several learning components, namely, students and educators, learning objectives and materials, learning media, learning methods, and assessment of the learning process, as follows:

a. The application of behavioristic theory in the component of students, namely students are seen as passive and reactive learners to the situation that surrounds them.

b. The application of behavioristic theory in the component of teaching staff, namely educators as active subjects, is required to create stimuli that are expected to be able to provide student responses, and strengthen behavior according to the learning objectives.

c. The application of behavioristic theory in the component of learning objectives, namely learning objectives are stated in the formulation of behavior that will be carried out by students after going through the learning process.

d. The application of behavioristic theory in the components of learning materials, namely learning materials are arranged based on the capabilities of students, which are arranged into simple materials to more complex learning materials systematically.

e. The application of behavioristic theory in the components of the learning method, namely the learning methods offered by behavioristic theory include: classical conditioning, operant conditioning, practice and fail, and imitation.

f. The application of behavioristic theory in the learning evaluation component, namely learning evaluation is directed to an educator to provide feedback on every response given by students.

REFERENCES

Abdullah S.. Ridwan. *Strategi Belajar Mengajar*. Depok: Rajagrafindo Persada, 2019.

Afrizal, *Metode Penelitian Kualitatif: Sebuah Upaya mendukung Penggunaan Penelitian Kualitatif dalam Berbagai Disiplin Ilmu*. Cet. II; Jakarta: Rajagrafindo Persada, 2015.

Ahmad, Muhammad Abdul Qadir. *Metodologi Pengajaran Agama Islam*, terj. H. A. Mustofa. Jakarta: Rineka Cipta, 2008.

Alwisol. *Psikologi Kepribadian*. Cet. Ke-12; Malang: UMM Press, 2014.

Ansori, Isa. *Perencanaan Sistem Pembelajaran*. Sidoarjo: Umsida Press, 2008.

Asdam, Muhammad. *Strategi Belajar Mengajar* (Makassar: Lipa, 2013), h. 141.

Bunyamin. *Implementasi Strategi Pembelajaran Nabi Muhammad SAW*. Jakarta: Uhamka Press, 2017.

Desmita. *Psikologi Perkembangan Peserta Didik*. Jakarta: Rosdakarya, 2009.

Hamalik, Oemar. *Dasar-dasar Pengembangan Kurikulum*. Bandung: Remaja Rosdakarya, 2008.

Hamzah, Amir. *Metode Penelitian Kepustakaan: Kajian Filosofis, Teoretis, Aplikasi, Proses, dan Hasil Penelitian*. Cet. I; Batu: Literasi Nusantara, 2020.

Hergenhahn, B. R. dan Metthew H. Olson. *Theories of Learning Seventh Edition*, terj. Triwibowo, *Teori Belajar Edisi Ketujuh*. Jakarta: Kencana, 2015.

Herprawati. *Teori Belajar dan Pembelajaran*. Yogyakarta: Media Akademi, 2016.

Hikmawati, Fenti. *Metodologi Penelitian*. Cet. II; Depok: Rajagrafindo Persada, 2018.

al-Jaza'ri, Abu Bakar Jabir. *Minhajul Muslim*, terj. Syaiful, dkk., *Panduan Hidup Terlengkap untuk Muslim dari Al-Qur'an dan Hadis*. Surakarta: Ziyad Books, 2018.

John, Stephen W. Little and Karen A. Foss. *Theories of Human Communication Eight Edition*. Belmont California: Thompson Wadsworth Belmon, 2005.

Karman, M.. *Tafsir Ayat-ayat Pendidikan*. Cet. I; Bandung: Remaja Rosdakarya, 2018.

Karwono dan Heni Mularsih. *Belajar dan Pembelajaran serta Pemanfaatan Sumber Belajar*. Depok: Rajawali Pers, 2018.

Kementerian Agama. *Alquran dan Terjemahnya*. Bandung: Sygma Examedia Arkanleema, 2009.

Khaerani, Ade Irma. *Metodologi Penelitian Kualitatif Case Study*. Jakarta: Trans Info Media, 2019.