

## **Behaviorism Philosophy of Education (Doctrine and Its Influence in the Context of Modern Education)**

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**Abstract:** Behaviorism theory can be applied to children's education. The basic concept of behaviorism is that the interaction between stimulus and response causes learning. This theory focuses on measurement because measurement is an important way to find out whether there is a change in behavior in children or not. By using this theory, teachers must determine learning objectives, carry out learning analysis, determine children's initial characteristics and abilities, determine indicators of learning success, create teaching materials, create learning strategies, observe stimuli that may be given to children, such as exercises or assignments, observe and analyzing student responses, and providing effective reinforcement.

**Keywords:** Behaviorism, Education, Learning, Philosophy

### **A. Introduction**

The behaviorist learning theory observes changes in behavior due to past experiences. Essentially, the behaviorist learning theory is used to facilitate learning in order to shape positive and desired behaviors in students. According to Pratama (2019), for some people, learning success is measured by an individual's ability to write, read, memorize course materials, answer questions, etc. However, the fact is that someone can be considered to have learned if they undergo a change in their thinking or actions. Before applying this theory in education, it is important to delve further into the behaviorist learning theory. Additionally, animals such as dogs, cats, and others are typically used to conduct experiments in behaviorist theory. This raises questions about whether the behaviorist learning theory aligns with Islamic teachings and whether it can be applied in Islamic education.

According to Gantini & Fauziati (2021), the cognitive learning theory and behaviorist learning theory are closely related to Bandura's ideas about the stages of forming a child's personal character. The steps include attention, retention, reproduction, and motivation. During the attention stage, only behaviorist processes are involved. However, during the retention, reproduction, and motivation stages, cognitive processes also begin to be involved. Changing a student's behavior from inability to

ability or from not understanding to understanding is considered learning according to the behaviorist theory. Teachers must also control stimuli and the learning environment so that everything changes toward the goal. Stimuli and responses cause changes in student behavior. Whatever the teacher provides, or the stimulus, will influence what the student produces, and the more frequently the stimulus is given, the clearer the student's response. For this reason, reinforcement should be given as motivation to students. Good reinforcement is expected to shape the character of good students.

## **B. Methods**

This article employs the article review writing method, conducted by collecting and comparing various data from journal articles related to behaviorism in the field of philosophy, gathering a total of 25 research articles. The data collection technique used involves gathering multiple data and information from various sources, which will later be used as references from several relevant sources, ranging from books to national and international journal articles.

## **C. Results and Discussion**

According to Abidin (2022), the learning theory called behaviorism emphasizes changes in children's behavior. According to behaviorism, learning is a change in behavior. Someone is considered to have learned if they can demonstrate a change in their behavior. Handra Kadir (2016) states that learning theory originates from psychological research on behavior. The behaviorist learning theory is an older learning theory.

According to Hidayat & Kamalia (2023), in behaviorist learning theory, research on the formation of behavior related to mentation and consciousness is the center of attention. It depends on the relationship between observable and unobservable stimuli and responses. In conclusion, the behaviorist learning theory contradicts cognitive theories, which state that the learning process is a mental process that cannot be directly observed. The behaviorist learning theory, on the contrary, emphasizes learning outcomes, namely that changes in behavior can be observed, measured, and assessed directly.

According to Nur Arofah (2019), behaviorist learning theory is one of the oldest learning theories. It may sound outdated and has been replaced by newer theories considered more effective, but the behaviorist theory is still widely used in education. The behaviorist learning theory can be applied in education, as shown by many examples. For instance, punishment is applied simply because a student arrives late to school due to cleaning the school yard, without considering the underlying reasons. This theory is intimidating because it emphasizes punishment,

but it is not always true. This theory is considered an appropriate learning method for specific situations and goals. It is also considered capable of achieving the expected results.

According to Rahma (2021), the behaviorist theory argues that learning experiences change a person's behavior. The interaction between stimulus and response affects the learning process. Studying human behavior is the goal of the behaviorist learning theory itself. Waldorf teachers believe in three feelings to teach young children: respect, enthusiasm, and protection. a. Providing a responsive environment; b. Connecting children with sensory experiences. c. Collaborating with classmates.

According to Wulandari & Prasetyo (2023), characteristics of behaviorism found in Civics education include considering students as passive individuals, inducing or eliciting expected behavior, considering knowledge as stagnant and unchangeable, resulting in unchanged delivery every year, and considering teaching only as knowledge transfer and learning as the process of acquiring knowledge. According to Aziz (2020), from a behaviorist perspective, humans are merely mechanical beings reacting to punishment and rewards. Thus, the primary task of educators and psychologists is to create an environment that encourages good behavior. This also indicates that the dynamics of human personality structure from a behaviorist perspective are similar to the dynamics of animal structure.

According to Darussyamsu (2020), philosophy is an essential part of education because it is the foundation of education. Behaviorism theory is one of many philosophical streams that has developed from it. However, some people consider the behaviorist philosophy irrelevant to the progress of modern education. In other words, behaviorism has many benefits among its shortcomings. The behaviorist view of education is based on the idea that education is a change in behavior that can be altered through repetitions of behaviors provided by teachers. According to Sulaswari (2021), the behaviorist theory is highly suitable for learning that requires habituation because it views the success of learning as depending on positive changes in behavior. The behaviorist theory also prioritizes the mechanism of forming learning outcomes through the stimulus and response process.

According to Friska Mokoagow (2022), behaviorist learning theory is considered relevant to Islamic education as it can assist teachers and students in the learning process. Asfar et al., (2019) emphasizes that behaviorism focuses on changes in behavior based on stimulus and response principles. In determining educational policies, this behaviorist perspective still dominates policies related to principles and essence, while the focus of policies such as curriculum program determination, provision of qualified teaching staff, and effective assessment systems is an effort to provide the best stimulus to produce the expected response.

According to the behaviorist theory, changes in behavior caused by the interaction between stimulus and response are called learning. In other words, learning is the change experienced by individuals in their ability to behave differently as a result of the interaction between stimulus and response, as stated by Amsari (2018). According to Sudarti (2019), according to the behaviorist learning theory, changes in student behavior are caused by the stimulus and response of the learning focus. Learning consists of various processes designed to change student behavior through the interaction between stimulus and response. According to Sipayung & Sihotang (2022), in relation to educational technology, the behaviorist learning theory states that there is a teaching, training, stimulation (stimulus), and motivation process given by teachers to students to achieve effective learning goals, nurturing spirituality, intelligence, noble morals, and changes in student behavior. The goal of all learning processes is to make all students better in behavior, attitude, and intelligence.

According to Andriyani (2015), the behaviorist learning theory states that we need to align how we view theory, learning, and behavior or actions. The theory consists of a set of parts or variables, definitions, and principles that are interconnected. Determining the relationship between variables provides a systematic picture of the phenomenon. This theory aims to explain natural events. According to Suardipa (2021), in behaviorist theory, input, or stimulus, and output, or response, are the most important. What happens between stimulus and response is considered unimportant because it cannot be observed or measured. According to Khoir & Ikhwan (2022), the behaviorist theory is highly relevant for teaching in Islamic schools. Students are more motivated to learn and worship because this theory states that stimuli and responses through a reward board system known as the "point system" can increase their desire to learn and worship.

According to Mailana (2019), the behaviorist education theory in the Ngejot tradition aims to shape humanistic, pluralistic, and tolerant characters in Jembrana-Bali. According to Widiastuti (2023), behaviorist and humanistic learning theories are unconsciously used in daily parenting patterns by parents. According to Aluh Hartati, Baiq Sarlita Kartiani (2018), at MTs. Asy-Syfi'iyah Bendung East Lombok Regency Academic Year 2017/2018, there is an influence of behaviorist counseling on students' aggressive behavior during learning. According to Rahmah et al., (2021), students may smoke because they want to know about cigarettes, because their families smoke, because there are many smokers in their environment, and because they are persuaded by their peers. Smoking students often violate school rules. The flooding technique is used in behaviorist counseling to help people overcome smoking habits. According to Familus (2016), the behaviorist theory is a learning theory that emphasizes changes in behavior as a result of the interaction between stimulus and response. It is highly suitable for application in the learning and teaching process aimed at realizing character education. According to Meisya &

Darmansyah (2023), changes in behavior as a result of cause and effect are the main focus of the behaviorist learning theory. This means that learning includes changes in behavior and the development of student abilities, as well as interaction through stimulus and response.

#### **D. Conclusion**

Cognitive theory discusses perception, thought, memory, and information processing required to acquire knowledge, while behaviorist theory emphasizes human behavior as a result of the interaction between stimulus and response. Both theories have different aspects and characteristics, leading to occasional conflicts between them. To assess the validity of opinions presented by various theories, we must view them from a specific perspective that aligns with the subject under investigation. What is crucial for educators is to derive benefits from each theory and apply them in the situations and materials being learned and taught.

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