



## BEHAVIORISTIC LEARNING THEORY

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### Abstract:

This research aims to find out behavioristic learning theory according to experts, the characteristics of behavioristic learning theory and also find out the advantages and disadvantages of behavioristic theory. This research is a literature review which aims to look for theories that are used as reference sources and are used as reference research libraries (Library Research), where in the process of collecting data by searching for relevant journals and from research that has been carried out previously using keywords from the article title. The results of this research found that behaviorist learning theory is oriented towards "results that can be measured, observed, analyzed and tested objectively". Repetition and training are used so that the desired behavior can become a habit. Behavioristic theory is a learning theory that places more emphasis on changes in behavior as a result of the interaction between stimulus and response and is very suitable to be applied in the teaching and learning process to realize character education.

**Keywords:** *Learning theory, behaviorism, behavioristic figures, characteristics of behaviorism, advantages and disadvantages of behaviorism*

### INTRODUCTION

#### Teaching and learning activities are a unity of two activities

which is in the same direction. Learning activities are primary activities which refer to student activities, while teaching activities are secondary activities which refer to teacher activities. In teaching and learning activities, student activity is required in every activity carried out so that teaching and learning activities are effective. (Teori et al. 2020). According to several experts on the definition of learning: According to Ernest R. Hilgard in (Sumardi Suryabrata, 1984: 252) learning is a process of actions carried out deliberately, which then causes changes, the circumstances of which are different from changes caused by others. ("HELPER" Guidance Journal and UNIPA FKIP Counseling 2018)

In the world of education, there are many learning theories that have been discovered by experts. These theories are used to guide individuals to learn according to their stage of development. Apart from that, they also aim to form individuals who are desired by the environment. One of them is behavioristic learning theory. According to behavioristic theory, learning is a change in behavior as a result of the interaction between stimulus and response. (Amsari and Padang 2018). Behavioristic learning theory is also known as behavioral learning theory, because the analysis is carried out on behavior that is visible, can be measured, described and predicted. Learning is a change in human behavior that is caused by the influence of the environment. Behaviorism only wants to know how the behavior of individuals who learn is controlled by factors. environmental factors, meaning more emphasis on human behavior.

According to behavioristic theory, what happens between a stimulus and a response is considered unimportant to pay attention to because it cannot be observed and cannot be measured, what can be observed is only the stimulus and response. Therefore, whatever the teacher gives is a stimulus, and whatever the students produce

is a response, everything must be observable and measurable. Behaviorists prioritize measurement, because measurement is important to see whether changes in behavior occur or not. The characteristics of this theory are that it prioritizes small elements and parts, is mechanistic, emphasizes the role of the environment, emphasizes the formation of reactions or responses, emphasizes the importance of training, emphasizes the mechanism of learning outcomes, emphasizes the role of abilities and the learning outcomes obtained are the emergence of the desired behavior. In this learning theory, it is often called psychological S-R (Stimulus - Response), meaning that human behavior is controlled by rewards and reinforcement from the environment. Thus, in learning behavior there is a close relationship between behavioral reactions and the stimulus. Educators who adhere to this view are of the opinion that student behavior is a reaction to the environment and behavior is the result of learning. (Hull, Guthrie, and Thorndike 2014). Behaviorist learning theory is oriented towards results that can be measured, observed, analyzed and tested objectively. This approach contributes to achieving changes in thoughts, feelings and behavioral patterns for individuals (Sanyata, 2012). Repetition and training are used so that the desired behavior can become habits. The expected result of applying behaviorism theory is the formation of a desired behavior. The desired behavior receives positive reinforcement and inappropriate behavior receives negative rewards. Evaluation or assessment is based on visible behavior.

## **RESEARCH METHODS**

The method in this writing is a literature review which aims to look for theories that are used as reference sources and used as references. According to Sugiono (2005) literature studies are records of events in the past in the form of images, writing or works. someone's monumentality. Meanwhile, according to Bungin (2008), the literature method is a data collection method used in social research methodology to explore existing data. The first steps taken by the author are looking for references using keywords from the article title. (Writing, Keys, and Learning 2020.)

## **RESULTS AND DISCUSSION**

### **Understanding Behavioristic Learning Theory**

The meaning of behaviorism comes from the word behavior, which means behavior carried out either by organisms, systems or artificial entities in relation to themselves or their environment which includes other systems or surrounding organizations. (Kunci et al. 2022). According to behaviorist theory, learning is changes in behavior as a result of experience Gage, Berliner (1984) Learning is the result of the interaction between stimulus and response Slavin (2000). A person is considered to have learned something if he can show changes in his behavior. According to this theory, what is important in learning is input in the form of stimulus and output in the form of response. Stimulus is whatever the teacher gives to students, while response is the student's reaction or response to the stimulus given by the teacher. The process that occurs between stimulus and response is not important to pay attention to because it cannot be observed and cannot be measured. What can be observed is stimulus and response, therefore what is given by the teacher (stimulus) and what is received by students (response) must be observable and measurable. This theory prioritizes measurement, because measurement is important to see whether changes in behavior occur or not.

Behavioristic learning theory is a theory coined by Gage and Berliner regarding changes in behavior as a result of experience. This theory then developed into a school of learning psychology which influenced the direction of the development of educational and learning theory and practice known as the behaviorist school. This school emphasizes on the formation of behavior that appears as a result of learning. (Dangnga Muahammad Siri and Muis 2015) According to Behavioristic Theory, learning is a form of change in students' abilities to behave in new ways as a result of the interaction of stimuli and environmental responses they receive. The important point of this theory is that someone is considered to have learned something if they can show changes in their

behavior. Therefore, in this behavioristic theory, behavior is the most important indicator for seeing someone's learning outcomes. A child cannot be said to be successful in calculating addition if he is not able to practice calculating addition in real life. According to behavioristic theory, changes in behavior in the real world are a measure of someone's success in learning. Behavioristic theory focuses on input in the form of stimulus and response in the learning process. Thus, all the stimuli provided by educators in each learning process contain all the responses produced by students. Observation and measurement are very important in this theory, because they will be indicators to see changes in behavior as a result of the learning process. (Anwar 2017) Behavioristic learning theory sees that all human behavior can be traced in the form of reflexes. In psychology, behavioristic learning theory is also called learning theory which is based on behavior obtained from environmental conditioning. Conditioning occurs through interaction with the environment. This can be seen systematically and can be observed using does not consider the entire mental state.

**Characteristics of behavioristic learning, namely:**

First, this school studies human actions not from consciousness, but rather observing actions and behavior based on reality. Inner experiences are put aside and body movements are studied. Therefore, behaviorism is the science of the soul without a soul. Second, all actions are returned to reflexes. Behaviorism looks for the simplest elements, namely non-conscious actions which are called reflexes. Reflexes are unconscious reactions to an author. Humans are considered to be complex reflexes or machines. Third, behaviorism argues that at birth all people are the same. According to behaviorism, education is omnipotent, humans are only creatures that develop because of habits, and education can influence the reflex of the heart's desires. (Nahar 2016)

**Figures of Behavioristic Theory**

Edward Lee Thorndike (1874 – 1949)

According to Thorndike, learning is a process of interaction between stimulus and response. Stimulus is what stimulates learning activities such as thoughts, feelings, or other things that can be captured through the senses or a change in the external environment which becomes a sign to activate the organism to react or act. Meanwhile, response is a reaction that students produce when learning, which can also be in the form of thoughts, feelings, or movements/actions (due to stimulation). So changes in behavior resulting from learning activities can be concrete, namely those that can be observed, or non-concrete, namely those that cannot be observed. Although behaviorism prioritizes measurement, it cannot explain how to measure behavior that cannot be observed. Thorndike's theory is also called connectionism theory (Slavin, 2000).

According to Thorndike, learning is the event of forming associations between events called stimulus (S) and response (R). In the experiment of a hungry cat being put in a cage (puzzle box), it is known that in order to achieve a relationship between stimulus and response, it is necessary to have the ability to choose the right response and go through efforts or trials (trials) and failures (errors) first. The most basic form of learning is "trial and error learning or selecting and connecting learning" and takes place according to certain laws. Therefore, the learning theory put forward by Thorndike is often called connectionist learning theory or association theory. There are three laws. the main learning, namely (1) the law of effects; (2) the law of training and (3) the law of readiness (Gredler, 1991). These three laws explain how certain things can strengthen a response.

Thorndike stated that the association between stimulus and response follows the following laws: (1.)The law of readiness, namely the more prepared an organism is to obtain a change in behavior, the implementation of that behavior will give rise to individual satisfaction so that associations tend to be strengthened. (2.)The law of exercise, namely the more often a behavior is repeated/rehearsed (used), the stronger the association will be. (3.)Law of effect, namely the stimulus response relationship tends to be strengthened if the consequences are pleasant and tends to be weakened if the consequences are unsatisfactory. (THEORY OF BEHAVIORISM 2023)

b. John B. Watson

According to Desmita (2009:44), behaviorism is a school of understanding of human behavior that was developed by John B. Watson (1878-1958), an American psychologist in 1930, as a reaction to psychodynamic theory. The behaviorist perspective focuses on the role of learning and explains human behavior. The basic assumption regarding behavior according to this theory is that behavior is completely determined by rules that are predicted and controlled. According to Watson, learning is a process of interaction between stimulus and response, the stimulus and response in question must be observable and measurable. Therefore, someone recognizes the existence of mental changes within themselves during the learning process. Someone considers these factors to be things that do not need to be taken into account because they cannot be observed. Watson is a pure behaviorist, his study of learning is aligned with other sciences such as physics or biology which are very oriented towards empirical experience alone, that is, as far as it can be observed and measured. Watson assumed that only in this way could changes be predicted that would occur after someone carried out an act of learning.

c. Ivan P. Pavlov

The classical conditioning paradigm is the great work of Ivan P. Pavlov (1849-1936), a Russian scientist who developed behavioral theory through experiments on dogs and their saliva. The process discovered by Pavlov, because genuine and neutral stimuli or stimuli are usually repeatedly paired with reinforcing elements that cause a reaction. Neutral stimuli are called conditioned stimuli, which are abbreviated as CS (conditioned stimulus). The reinforcer is an unconditional stimulus or US (unconditioned stimulus). Natural reactions or reactions that are not learned are called conditional reactions or CR (conditioned response). Through his classical conditioning paradigm, Pavlov showed that dogs could be trained to salivate not at the original stimulus (food), but at sound stimuli.

This happens when showing food to the dog as a stimulus that causes salivation, followed by ringing the bell or buzzer repeatedly, finally the dog will salivate when it hears the sound of the bell or bell, even though the food is not shown or given. Here it can be seen that the food stimulus has moved to the sound stimulus to show the same response, namely the production of saliva. This classical conditioning paradigm is a paradigm for various forms of behavior that are a series from one to another. This classical conditioning is also related to the unconscious nervous system and muscles. Thus, emotion is something that is formed through classical conditioning. (Islam, Sjech, and Djambek 2023).

d. Burrhusm Frederic Skinner (1904-1990)

Skinner is a behaviorist figure who is most discussed compared to other figures. The reason is that the concepts put forward by Skinner about learning are able to outperform other concepts put forward by previous figures. He is able to explain the concept of learning simply, but can show the concept about learning more comprehensively. Basically, the stimuli given to a person will interact with each other and the interaction between these stimuli will influence the form of response that will be given. Likewise, even this response that arises will have consequences. These consequences will in turn influence or become a consideration for the emergence of behavior. Therefore, to understand someone's behavior correctly, it is necessary to first understand the relationship between one stimulus and another, as well as understand the responses that may arise and the various consequences that may arise as a result of these responses. Skinner also argued that using mental changes as a tool to explain behavior would only add to the complexity of the problem. Because, every tool used needs further explanation, and so on. (Hull, Guthrie, and Thorndike 2014)

Skinner's learning principles include the following:(1) learning results must be immediately communicated to students, corrected if wrong and reinforced if correct; 2) the learning process must follow the rhythm of the learner. The subject matter is used as a module system;(3) in the learning process, self-activity is more important, punishment is not used. For this reason, the environment needs to be changed to avoid punishment; (4) the behavior desired by the educator is given a reward and it is better if the reward is given by using a variable ratio reinforcement schedule in learning using

shaping. (Sosial et al. 2013)

e. Edwin Ray Guthrie (1886 – 1959)

Guthrie's main learning principle is the law of contiguity, namely Contiguity can be interpreted as a series of events, things or objects that are continuously related to one another. This theory was developed by Edwin Ray Guthrie (1886-1956). Guthrie also used relationship variables. stimulus and response to explain the learning process. Learning occurs because the last movement made changes the stimulus situation while no other response can occur. Reinforcement simply protects new learning results from being lost by preventing the acquisition of new responses. The relationship between stimulus and response is temporary, because in learning activities students need to be given stimulus as often as possible so that the stimulus and response relationship is stronger and more permanent. Guthrie also believes that punishment plays an important role in the learning process. Punishment given at the right time will be able to change a person's behavior. The main suggestion from this theory is that teachers must be able to associate stimulus and response appropriately. Students must be guided to do what they have to learn. When managing a class, teachers should not give assignments that children might ignore.

f. Albert Bandura (1925)

Bandura was born in Canada, earned a Ph. D from the University of Iowa and later taught at Stanford University. As a behaviorist, Bandura emphasized his theory on the process of learning about environmental responses. Therefore, the theory is called social learning theory, or modeling. The principle is that behavior is the result of reciprocal interactions between behavioral, cognitive and environmental influences. In short, Bandura emphasizes the modeling process as a learning process. The main point in this theory is that in learning there is not only reinforcement and punishment, but it involves feelings and thoughts. Social learning theory states the importance of humans in the learning process, which he calls the cognitive process. The factors involved in observational learning are: 1) attention, including imitation events and observer characteristics; 2) storage or memory process, including symbolic coding codes; 3) motor reproduction, including physical ability, imitation ability, accuracy of feedback; 4) motivation, including external encouragement and self-esteem. (Asfar, Asfar, and Halamury n.d.)

### **Advantages and disadvantages of behavioristic learning theory**

Advantages By using behavioral learning theory in learning, several advantages are obtained, including: (1) Encourage educators/teachers to always be thorough and responsive to everything that happens in the learning process. (2) In the teaching and learning process, educators/teachers are not accustomed to carrying out learning using the lecture method so that students are accustomed to carrying out learning independently. If students encounter difficulties or are unfamiliar with the subjects being studied, they can ask the educator/teacher who is teaching. (3) Formation of behavior expected by educators/teachers. Providing reinforcement by giving awards to someone who is deemed worthy of receiving them or not giving awards to someone who is not worthy. (4) By carrying out repeated positive reinforcement and also carrying out continuous training, you can maximize the talents and intelligence of students who have previously been formed.(5) Educators/teachers have arranged teaching materials in a structured manner from the simplest to the more complete arrangement by breaking down the learning objectives to be achieved into important parts by showing the ability of students to master certain skills in certain areas and behavior that does not change/consistent. in mastering that particular field.(6) If the desired response does not appear, the previous stimulus (motivation) can be replaced with a new stimulus (motivation) until the desired response appears.(7) Behavioristic theory is very proportional to use in learning that requires practice and routine which has components of speed, immediacy and stamina.(8) Bahavioristic theory is also very proportional to be used with students who still need control/domination from educators/teachers so that students are expected to have the behavior of likes to try again, likes to imitate, and likes appreciation given directly (Putra et al. 2023).

Several types of shortcomings found in behavioristic theory include: (1) Students only act as listeners in the learning process and are required to memorize what they have heard (2) Students are seen as passive, and always need external motivation in the form of reinforcement from the teacher. This theory too ignores the state of the human soul. Meanwhile, humans have feelings, creativity and intention in their souls.(3) Lack of attention to students' desires and needs. In this case, students' movement space seems to be limited. (4) Too focused on changing behavior so that we don't pay enough attention to instilling values. In fact, instilling values is very important, especially instilling religious values in every subject. And this will automatically lead students to change their behavior as described in the Qur'an and Hadith (Behavioristik, Frederic, and Watson 2019) (5) The teaching materials to be used have been prepared in advance. (6) Not every subject matter can use behavioristic theory. (7) In the learning process, students are only listeners and memorizers of what students see and hear. This method is considered the most effective learning. (8) Giving punishment is intended to bring order and provide a sense of comfort in the class.

(9) Because the position of the educator/teacher is active while the students are passive, reinforcement is needed from outside so the teacher's role is very dominant in providing reinforcement. (10) Because students are passive without being able to develop their imagination, if they experience obstacles/problems without an educator/teacher present they cannot solve the problem. (11) This learning theory directs students to think in one direction only, is centralized, lacks creativity, is counterproductive and directs students to passive individuals. (12) The learning carried out is predominantly centered on the educator/teacher (teacher centered learning) is spontaneous and oriented only towards learning outcomes that can be measured and observed.(13) As a result of applying this learning theory, students in the learning process feel unhappy and comfortable because it only focuses on the teacher, the teacher's decisions are obsolete, there is one-way communication, the teacher provides training, and the teacher determines the scope of activities that students must learn.( Putra et al. 2023)

## CONCLUSION

Behavioristic learning theory is a theory coined by Gage and Berliner regarding changes in behavior as a result of experience. According to Behavioristic Theory, learning is a form of change in students' abilities to behave in new ways as a result of the interaction of stimulus and environmental responses that they receive. Behavioristic theory focuses on input in the form of stimulus and response in the learning process. Thus, all the stimuli provided by educators in each learning process contain all the responses produced by students. Observation and measurement are very important in this theory, because they will be indicators to see changes in behavior as a result of the learning process. Basically, the stimuli given to a person will interact with each other and the interaction between these stimuli will influence the form of response that will be given. Likewise, even this response that arises will have consequences. These consequences will in turn influence or become a consideration for the emergence of behavior.

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