Application of Behavioristic Learning Theory in Developing Healthy Life Behavior For student

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Abstrak

Behavioristik merupakan sebuah upaya dan proses belajar yang bertujuan membentuk siswa menuju perilaku hidup yang diinginkan. Pada tatanan implementasinya, behavioristik dapat diaplikasikan dalam menumbuhkan perilaku hidup sehat melalui pemberian stimulus yang pada gilirannya akan menghasilkan respon yang terkontrol dan terarah. Tujuan penelitian ini adalah mendeskripsikan implementasi teori behavioristik dalam menumbuhkan perilaku hidup sehat siswa Raudhatul Athfal Miftahul Falah. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data penelitian dikumpulkan dengan teknik observasi, wawancara, dan dokumentasi. Data dianalisis melalui (3) tiga alur kegiatan yaitu reduksi data, display data, dan perumusan kesimpulan. Keabsahan data dilakukan dengan dua kriteria yaitu ketekunan pengamatan dan triangulasi meliputi triangulasi sumber dan triangulasi teknik. Hasilnya menunjukkan bahwa program sekolah untuk menumbuhkembangkan perilaku hidup sehat pada siswa adalah program sekolahku bersih sekolahku sehat, program tong sampah sekolah dan program jumat bersih. Stimulus yang diberikan oleh personil sekolah meliputi pemberian contoh, nasihat dan peringatan, serta pemberian hadiah. Siswa merespons positif dan menghasilkan perubahan pola pikir siswa yang lebih mencintai lingkungan dan perubahan perilaku yaitu terbiasa membuang sampah pada tempatnya.

Kata Kunci: Behavioristik, Perilaku Hidup Sehat

Abstract

Behavioristic is an effort and learning process that aims to shape students towards the desired life behavior. In the order of implementation, behaviorism can be applied in fostering healthy living behavior through the provision of stimuli which in turn will produce a controlled and directed response. The purpose of this study was to describe the implementation of behavioristic theory in fostering healthy living behavior of Raudhatul Athfal Miftahul Falah students. This study uses a qualitative method with a case study approach. The research data were collected by using observation, interview, and documentation techniques. Data were analyzed through (3) three flows of activities, namely data reduction, data display, and formulation of conclusions. The validity of the data was carried out with two criteria, namely persistence of observation and triangulation including source triangulation and technical triangulation. The results show that school programs to develop healthy living behavior in students are the My Clean School Program, My Healthy School, the School Trash Can Program, and the Clean Friday Program. The stimulus provided by school personnel includes giving examples, advice, and warnings, as well as giving gifts. Students respond positively and produce changes in students' mindsets who love the environment more and change in behavior, namely getting used to throwing garbage in its place.

Keywords: Behavioristic, Healthy Life Behavior.

INTRODUCTION

Life cannot be separated from the learning process, this is in line with what was expressed by Ningrum (2017) Learning is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience and interaction with his environment. Next Hatta (2020) argues that learning is an act that is carried out continuously throughout human life and at the same time it is a must for humans to do so in order to increase the weight and quality of life. In terms of the process in early childhood education, learning is said to be successful and of good quality, if all or at least 85% of children are physically involved, both physically, mentally, and socially in the learning process (Suyadi & Ulfah, 2015). Besides showing high learning activities, great enthusiasm, and self-confidence (Dwi Nurhayati Adhani, Nina Hanifah, 2017).

It is further explained that the learning process is said to be successful and of good quality, if it includes evenly producing a large number of high-quality outputs and is in line with the needs of community development and development (Darling-Churchill & Lippman, 2016).To meet these demands, it is necessary to develop a learning experience that is conducive to forming high-quality human beings both mentally, morally, and physically (Arnott & Yelland, 2020). This means that learning must be emphasized on appreciation accompanied by the experience of affective cognitive values which are manifested in daily behavior or behavior skills (Arifiyanti, 2019).

Talking about the concept of learning then comes the learning theories. These theories are behavioristic learning theory, cognitive learning theory, constructive learning theory, and social learning theory (Siregar & Nara, 2011). Behavioral learning theory only focuses on the observable objective aspects of learning (Sitika et al., 2021). Cognitive learning theory looks at behavior to explain brain-based learning (Hidayat, 2015). Constructive learning theory assumes that learning is a process in that students actively engage in building or constructing new ideas or concepts (Lemoine et al., 2020). Social learning theory is an extension of the traditional behavioral learning theory (behavioristic) (Mathew, 2014).

Behavioristic learning theory was put forward by behavioristic psychologists. They are often called "contemporary behaviorists" or also called "S-R psychologists". They argue that human behavior is controlled by rewards or reinforcement from the environment. Thus, in learning behavior, there is a close relationship between behavioral reactions and stimulation (Staddon, 2018) The behavioristic learning theory is one of the oldest learning theories of the four learning theories. Although it sounds old-fashioned and has increasingly developed into new theories that are considered better to use, this behavioristic theory is still widely used in the implementation of the world of education. At first, the behavioristic theory was initiated by Gagne, then developed by other figures who saw the importance of changing behavior as a result of experience. The behavioral theory assumes that learning is an observable behavior caused by an external stimulus. Based on this, this theory assumes that a person can be said to learn is shown from behavior that can be seen, not from what is in his mind (Laeli, 2020).

The behavioristic theory emphasizes that learning outcomes are formed from the presence of a stimulus and response. This theory puts that learning is a process of forming linkages between stimulus and response (stimulus and response). Certain responses or behaviors will arise because of training or habituation alone. The emergence of behavior will be stronger when given reinforcement and will be weak or disappear when punished (Faryadi, 2007). In behavioristic learning theory, humans are seen as more of a physical aspect and as living beings who are passively controlled by the stimuli in their environment. Behaviorism experts argue that learning is a change in behavior experienced by individuals as a result of experience and the role of the environment. Thus behaviorism is a process of changing behavior as a result of a relatively permanent experience resulting from the relationship between stimulus and response (Anindyarini et al., 2018).

The figures who developed this theory include ELThorndike, Ivan Pavlov, BF Skinner, JB Watson, Clark Hull, and Edwin Guthrie. The keywords of behavioristic learning theory are practice, experience, stimulus, and response which play a role in learning. The purpose of learning from the perspective of behaviorism is to form

the desired behavior where a person is considered to have learned if he can show changes in behavior that can be manipulated and controlled by controlling the stimuli in his environment. Efforts to form individual behavior are controlled by reinforcement in the form of rewards and punishments from the environment which is one component of the behavioristic theory. According to behavioristic learning theory, there are two main aspects, namely stimulus and response. This theory is also known as the SR (Stimulus-Response) theory. In general, the stimulus can be interpreted as a stimulus or encouragement that is used to improve performance or shape behavior, while the response is defined as a response or ability that is shown after the stimulus is given. The behavioristic theory has been widely applied in educational practice in Indonesia, from an early age to college. This is because it is easy to apply this theory to improve the quality of students Behavioristic theory has been widely applied in educational practice in Indonesia, from an early age to college. This is because it is easy to apply this theory to improve the quality of students Behavioristic theory has been widely applied in educational practice in Indonesia, from an early age to college. This is because it is easy to apply this theory to improve the quality of students (Turner, 2017).

Behavioristic learning theory is widely applied in schools to form students to behave well. This study examines the problem of school efforts in developing healthy living behaviors. These efforts are reflected in various programs and policies implemented in schools. Schools as educational institutions that function to improve knowledge, abilities, and attitudes. Behavioristic Learning Theory is useful for students as a provision to improve their standard of living in the future and plays an important role in socializing and promoting environmental management and conservation efforts. This is because the school is a second home for students. Students spend three and a half hours in the school environment. School is a place to instill knowledge, and abilities (Kiki Melita Andriani, Maemonah, 2022).

One form of healthy living behavior is reflected in clean and quality human resources, both physically, mentally, and socially. The cultivation of this personality can be pursued through education on healthy living behavior. For this reason, it is necessary to continuously manage and preserve the environment starting from an early age so that the environment does not suffer damage because ignorance of environmental damage will result in greater damage. If someone starts not caring about his actions that damage the environment, other people will become victims. Given the importance of managing the environment, schools should pay attention to the problems of environmental management and preservation. Schools have a role in contributing to this behavior change (Hermansyah, 2020).

Schools are expected to be able to implement healthy living education as a means of increasing the knowledge and ability of school residents to behave as people who love nature. Study Sulaswari et al (2021) describe environmental education in the school environment as important because it is the basic capital for the formation of ethics across generations. It is hoped that the embedding of ethics of caring for the environment in schools in a sustainable manner is expected to be embedded in the hearts of students so that in the end it will result in behaviors that love nature and its contents. Currently, various institutions have made various efforts related to environmental management and preservation.

In concerns about the amount of waste in schools, RA MIFTAHUL FALAH created the My School program, my school is clean, and my school is healthy, as an effort to create a clean and healthy school environment. School trash cans are a smart solution to reducing waste in schools and teaching students to always live clean. Students with different characteristics of course need different stimuli to be able to produce the desired response. This is the problem, how school personnel present a stimulus to students to take part in environmental conservation programs in schools.

RESEARCH METHOD

This study uses a descriptive-analytical method with a qualitative approach, namely a research approach that reveals social situations by properly describing reality, formed by words based on data collection techniques

and analysis of relevant data obtained from scientific situations (Sugiyono, 2015). Qualitative research has the characteristics of describing an actual situation, but the report is not just a form of reporting an incident without a scientific interpretation (Suharsaputra, 2012). The research location is RA MIFTAHUL FALAH, which is located at Jln Jumin Gleno Wanasari Cibitung Bekasi.

The qualitative description technique is used by the author to find various facts and data that are in accordance with the focus of the study. The analytical descriptive method is a research method that determines an attempt to obtain information about the status or symptoms at the time of explaining, as well as draw meaning from the desired problem. Descriptive research is the most basic form of research and is intended to describe or describe existing phenomena, both natural phenomena and human engineering. Because the research method used is descriptive, this research does not use the hypothesis that was formulated at the beginning to be tested for truth. In general, descriptive research is non-hypothetical research (Taufik, 2020).

The research instrument used in collecting data in the field used (1) observation, namely the technique used to go into the field in the implementation of data collection, carried out to see, pay attention, and observe how the everyday behavior of students in the object of research at RA Miftahul Falah Cibitung Bekasi. (2) Interview, which is a technique used to make it easier to meet respondents at any time with certain opportunities with the object of research by RA Miftahul Falah students. (3) Documentary, namely the technique used to obtain written data of a documentary nature, such as photographs (Moleong, 2018).

RESULTS AND DISCUSSION

Results

Behavioristic learning theory is adopted and studied in depth by several experts. Each expert has an opinion based on their understanding. Besides, they have different values. According to Thorndike, the theory of Behavioristic learning is a process of interaction between stimulus and response. A stimulus is a design, for example, thoughts and feelings. The response is the reaction shown due to the stimulus. Changes in behavior due to learning for Thorndike can be either concrete or non-concrete. Thorndike's understanding finally gave birth to several learning propositions, including: (Islam, 2015);

1. The law of cause and effect shows the strength or weakness of the stimulus and response depending on the effects.
2. The law of habituation shows that the relationship between a stimulus and a response can be strong when practiced and repeated.
3. The law of readiness which states that the relationship between stimulus and response will be easily formed if there is readiness from the individual.
4. The law of varied reactions, namely the law states that individuals do trial and error first to show various responses before getting the fastest response.

Pavlov's Experiment (Boakes, 2003) gave birth to several laws of learning, namely the law of habituation which is required to explain that if there are two kinds of stimulus given together (one of which is a reinforcer), the reflex movement on the other stimulus also increases and the law of annihilation is required to explain that if the reflex is strengthened through respondent conditioning given back without a reinforcer, its power will be weakened. Skinner gave birth to a thought known as operant conditioning, this theory reveals that the behavior seen by the subject is not merely a response to a stimulus, but also a deliberate action. Skinner expressed his opinion that a person's personality is the result of a response to his environment.

The program is a collection of Behavioristic Learning Theories. real, systematic, and directed activities carried out by the government or in cooperation with the community to achieve the goals and targets that have been set previously. So that the school program can be interpreted as a design of activities carried out by the school to achieve the school's vision and mission. The school program in this study is a program that contains content on developing healthy living behavior in students. The environment is composed of resources consisting

of human resources, living natural resources, non-biological natural resources, and artificial resources (Lawrence & Vimala, 2012).

The research findings from the research location on school programs that contain content in fostering healthy living behavior in students are the My School Clean School Program and the Clean Friday Program, where this study focuses more on student behavior in disposing of garbage in the trash can. The definition of a Trash Can is a place to temporarily accommodate garbage which is usually made of metal or plastic and is usually stored in the corner of the classroom and the schoolyard.

NextRatna Julianti & Drs. H. M Nasirun (2018) explained that there are eight indicators of clean and healthy living behavior in schools, namely; 1) washing hands with clean water and using soap, 2) buying healthy snacks in the school canteen, 3) using clean and healthy latrines, 4) exercising regularly and measurably, 5) eradicating mosquito larvae, 6) not smoking in schools, 7) weigh and measure height every six months, and 8) dispose of garbage in its place.

Discussion

Based on the research findings from the research location, it can be stated that the teacher provides a stimulus accompanied by reinforcement in developing healthy living behavior in students. The word stimulus can mean stimulation. According to Damayanti et al (2021) learning stimulus is anything outside the individual that can stimulate a reaction or act of learning.

From the data exposure, it can be stated that the teacher in developing healthy living behavior in students applies the behavioristic version of the education technique proposed by Toenlioe (Oktariska et al., 2018) namely: (1) in the first stage the educator sets an example, (2) explains logically the meaning behind the exemplary, (3) gives a reward if the example is followed, (4) advises if the example is not followed, (5) gives a reward if the advice is followed, (6) give a warning if the advice is not followed, (7) give a penalty if the warning is violated. The behavioristic theory will be useful if used in its entirety and context. Environmental supervisors as people involved in environmental activities in schools provide stimuli including (a) direct examples and provide assistance when students carry out the program. Giving an example is by showing behavior to someone, (b) advising students that maintaining and preserving the environment is important by throwing garbage in the school trash can.

Teachers as school personnel also provide a stimulus for healthy living behavior to students including direct examples, namely throwing garbage in its place. The teacher's role in shaping students is as a teacher, class leader, mentor, regulator of the learning environment, lesson planner, supervisor, motivator, and as an evaluator (Employees & Kejora, 2022). More explained by Wahyudin & Kejora (2022) is that the responsibility of the teacher in the view of behaviorism is to create an effective learning environment in which behavior can be shaped by using appropriate reinforcements.

In the context of developing healthy living behavior in students, the teacher provides stimuli including (a) examples by throwing garbage in the trash according to the type of waste and, (b) as a motivator in class before starting learning and teaching activities on how to throw garbage into the trash can. garbage, (c) giving verbal warnings if they find students who have not followed the program and throw garbage out of place, (d) prizes in class in the form of additional points for students. Behaviorism is applied by teachers who like reward and Behavioristic Learning Theory. Punishment for student behavior (Suyono & Hariyanto, 2011:73).

In each class, there are two trash bins in front of the class. The implementation of throwing garbage in its place looks very orderly because every child is generally used to throwing garbage in its place without being asked by the teacher. Teachers always remind children to throw garbage in its place. This shows that children already know and are accustomed to throwing garbage in its place and can sort it out between organic and non-organic. The habit of children throwing garbage in its place can also be seen in the habits of children when they are at home or in places where the results of previous studies found students responded positively to the stimulus given by the teacher.

Furthermore, students' responses to the teacher's stimulus include: first, students feel motivated by the examples given. Motivation is a force that comes from within or from outside that drives a person to achieve certain predetermined goals (Purwanto, 2017). Giving examples from teachers makes lessons indirectly to students that the programs implemented in schools are run by all school members. At school, students certainly need someone who is used as an example that they see directly from the teacher who educates them. In the actions of the teachers, students should be able to see directly and are expected to do the same thing positively. Second, students are happy with the advice from the teacher as an encouragement to keep the environment clean. Advice is defined as good teaching or lesson. Teachers continue to provide intensive advice to individuals and classes to continue to manage the school environment in particular. Third, students do not mind the warning from the teacher.

Furthermore, the results of the stimulus provided by the teacher are presented. Behavioristic learning theory assumes that what is called learning is a behavior changer. A person is said to have learned accordingly if he can show a change in behavior (Muali et al., 2020). School is one of the places for behavior change because most of the time of students is spent at school. Faizah (2017) says that students spend years in school as citizens of a small community with a number of rules that limit their behavior, feelings, and attitudes. The stimulus of school teachers has resulted in a change in the mindset of students who love the environment more. Changes in behavior from previously throwing garbage out of place, to throwing garbage in its place, behavior from previously throwing garbage in its place. Changes in the behavior of students who previously did not care about the surrounding environment became more concerned and took care of the environment. The purpose of learning according to behavioristic learning theory is that a person has learned if he is able to show changes in behavior.

CONCLUSION

School efforts in developing healthy living behavior in students are carried out by holding programs that support school efforts in realizing the school's vision and mission in the form of a clean school program, my school is healthy, a habit of throwing garbage in its place, and a clean Friday program. These programs are implemented by the school continuously and systematically so that the expected goals are in the form of behavior change and student growth and development in accordance with school expectations. Learning according to the behavioristic view is shaping the desired behavior through a stimulus from the environment and accompanied by reinforcement. The stimulus provided by school teachers in the program to maintain a clean environment includes giving examples, advice, warnings, and gifts. The purpose of giving rewards (gifts) is so that the healthy behavior continues to be repeated and motivates the behavior to be as expected. Students respond positively to the teacher's stimulus in schools in programs that contain content in developing healthy living behaviors. The results for students include changes in mindsets that love the environment more and changes in behavior, namely throwing garbage in school trash cans as the purpose of learning according to the behavioristic view is to shape behavior.

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6730 *Application of Behavioristic Learning Theory in Developing Healthy Life Behavior For student - Elly Zumailah, Tajuddin Nur, Astuti Darmiyanti*
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