

Analysis of Behaviorism Theory: Classical Conditioning and Operant Conditioning in Changing Students' Truancy Behavior

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Abstract

This article examines the application of Classical Conditioning and Operant Conditioning theories in behaviorism to modify students' truancy behavior at school. In the era of industrial revolution 4.0, students' active participation is essential to achieve optimal educational goals. Consistent student attendance will help them receive knowledge and form a strong character, while truant behavior will hinder academic and personal development. This research is a literature review that analyzes and summarizes relevant research and theories to gain an in-depth understanding of the topic. Classical Conditioning creates a positive relationship between class attendance and a pleasant experience. Operant Conditioning uses both positive and negative reinforcement, such as providing rewards for consistent attendance and consequences for non-attendance. The implementation of these two approaches in schools shows positive results, increasing attendance and reducing truancy. Thus, this theory provides practical solutions for educators to create an environment that supports positive behavior. This article is expected to provide insight into effective strategies in modifying student behavior.

1. Introduction

Education is an important aspect of human life, especially in the era of the industrial revolution 4.0 which requires individuals to equip themselves with knowledge and superior character (Ilmi, 2022; Nastiti & Ni'mal'Abdu, 2020). Education also has a crucial role in human life throughout life or longlife education (Effendi et al., 2024). To achieve the objectives of education, various efforts are needed so that the education system can run optimally, one of which is regarding the presence of students both physically and psychologically so that the learning atmosphere in running effectively (Ma'ruf & Syaifin, 2021). Student attendance at school is an important aspect that can support the achievement of educational goals, because it ensures that students can be actively involved in the learning process. Consistent attendance helps students receive knowledge, develop social skills, and form strong characters (Saputra et al., 2023). Conversely, truancy behavior with high intensity can disrupt students' academic and personal development, as well as potentially hindering them in achieving their maximum potential and disrupting student discipline (Afkarina et al., 2022). Therefore, physical and psychological attendance is very important to ensure that every student can gain knowledge from the material in teaching and learning activities.

Setiawati (2020) explains that truant behavior is one of the problems often faced in the school environment and has a negative impact on academic achievement and student character development. According to Law No. 20 of 2003 concerning the National Education System, education aims to develop the abilities and character of a dignified nation. Truancy behavior is clearly contrary to this goal, truant behavior in students can hinder the development of students' potential optimally so that the goals of national education are not achieved optimally either. Truancy behavior that is not realized by students can cause students to miss opportunities to gain important knowledge and skills, as well as miss important processes in character building that should be obtained through a structured and disciplined educational process (Majid et al., 2021; Nugraha et al., 2022; Putri et al., 2020).

The problem of skipping school is a serious issue that must get a certain effort or treatment to prevent and handle it (Fitri, 2024; Syarifuddin, 2020). Repeated absences can lead to missed lessons, decreased motivation to learn, and ultimately, a significant decline in academic results. This impact is not only limited to the academic aspect, but also affects students' character and social development. Students who frequently skip class tend to be less disciplined, less responsible, and more prone to other negative behaviors such as juvenile delinquency, drug use, and involvement in criminal acts. Based on research conducted by Affandi, it was found that there are various factors that cause students to skip school, including (1) peer influence; (2) environmental factors around students; (3) student personal factors such as weak self-control; (4) wrong parenting; and school factors

(Affandi, 2016). Several other studies have also stated that the main factor that has the most influence on student truancy behavior is the environment (Budiawan et al., 2023; Fajjin et al., 2023; Ramadhani & Tobing, 2020).

One approach related to the formation of behavior from the environment is behaviorism. This approach offers a systematic method for understanding and modifying behavior, including truant behavior in schools (Dwiviyeni et al., 2022). The two main approaches in behaviorism theory that are relevant for behavior modification are Classical Conditioning and Operant Conditioning. Classical Conditioning involves forming an association between a neutral stimulus and a stimulus that has a natural response, so that the neutral stimulus eventually triggers the same response. For example, by associating class attendance with a positive experience, students can be more motivated not to skip class. Meanwhile, Operant Conditioning focuses on the use of reinforcement and punishment to increase or decrease certain behaviors. In the context of truancy, providing rewards for consistent attendance and providing negative consequences for absence can be effective strategies to reduce truancy behavior. By using these two approaches, teachers and school administrators can create an environment that encourages positive behavior and reduces negative behavior among students.

An analysis of the application of Classical Conditioning and Operant Conditioning in a school setting shows great potential for changing student truancy behavior. Through Classical Conditioning, schools can create positive reinforcement between class attendance and pleasant experiences. For example, teachers can start classes with fun or engaging activities so that students begin to associate school attendance with feelings of pleasure and enthusiasm. A case study showed that when students who attended on time were given praise or an activity they enjoyed at the beginning of the lesson, attendance rates increased significantly (Astuti & Lestari, 2020).

The application of Operant Conditioning can be done by providing positive and negative reinforcement. A practical example is giving awards such as praise, certificates, or extra points for students who have good attendance records. Conversely, students who skip class can be given consequences such as a decrease in participation grades or additional assignments. In one case study, a school that implemented a point system where students could redeem attendance points for certain prizes or privileges, successfully reduced the absenteeism rate by 30%. By combining these two approaches, schools can create an environment that is more supportive of positive behavior and effectively reduce truancy.

Based on the problems that have been described, this article focuses on examining how Classical Conditioning and Operant Conditioning theories can be used to modify student truancy behavior. This research is expected to add insight to educators and practitioners about strategies that can be used to modify and change behavior which leads to reducing truant behavior with a behaviorism approach through Classical Conditioning and Operant Conditioning theories.

2. Method

The research method used in preparing this article is a type of qualitative research through literature study. Literature study is a type of research in the form of all efforts made by a researcher to be able to collect relevant information in accordance with the topic or problem being studied (Azizah & Purwoko, 2005; Khusniyah et al., 2023). The data used in this study are secondary data in the form of books and articles that are relevant and related to the research topic (Ansori et al., 2019). This research is a literature study that analyzes and summarizes various relevant research and theories, by selecting literature based on the criteria of currency, source credibility, and suitability to the topic under study. Then, the data that has been obtained from literature sources is analyzed to produce a final conclusion that is valid and relevant to the research conducted (Pratama, 2019).

This research was conducted through several stages, namely (1) the stage of collecting data from literature sources; (2) the stage of data processing by quoting references that are in accordance with the research topic; (3) the stage of presenting research results; (4) performing the abstraction stage so that it becomes complete information; (5) the stage of interpreting the findings; and (6) the final stage, namely drawing conclusions. The research steps taken can be visualized in the Figure 1.

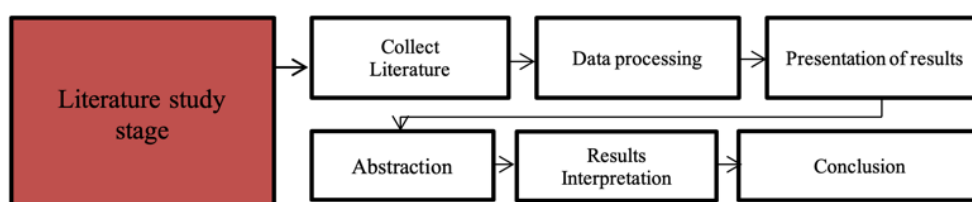


Figure 1. Flow of Research Stages Literature Study

2.1. Data Source

Data sources in this study were obtained from various sources of literature reviewed from reputable books and journals. Data sources are books, articles, journals, and seminar proceedings that contain data and information in accordance with the topic and focus of the study. This research is a literature study that analyzes and summarizes relevant research and theories, using data in the form of books and articles published in the last 10 years to ensure the currency and relevance of the information. This data source was obtained using the Publish or Perish software.

2.2. Data Collection Technique

Data collection is carried out using data collection techniques through searching books, papers, articles, journals and books obtained through literature studies.

2.3. Data Analysis Technique

The data analysis used in this research is content analysis or analyzing the content of reading materials ranging from books, articles, and journals. The analysis process is carried out by selecting, sorting, comparing, combining so that relevant information can be found on the research topic. To avoid misinformation or other errors, checking and re-reading the literature is carried out so that the study carried out can maintain the immutability of the study process.

3. Results and Discussion

3.1. Behaviorism Approach in Education

Behaviorism was born as a reaction to introspectionism as well as psychoanalysis. Behaviorism psychology was born in the 20th century in 1913 as an empirical discipline that studies behavior as an adaptation to environmental stimuli. This psychological approach emphasizes the observation of behavior in studying individuals, instead of examining the inside of the body or paying attention to subjective judgments about their curiosity (Amalia & Fadholi, 2018). Behaviorism focuses on behavior change based on the principle of stimulus and response (Asfar et al., 2019). Behavioristic learning theory is a school of psychology that views that the learning behavior of a person or individual is only on events or phenomena that are visible to the naked eye or physical and ignores mental aspects (Shahbana et al., 2020). Behavioristic learning theory places great emphasis on learning outcomes, namely changes in behavior that can be concretely observed, measured, and assessed. Learning outcomes are obtained through a process of strengthening responses to the learning environment, both internally and externally (Huda et al., 2023). Behaviorism has an important role in changing and shaping new student behavior through the learning process (Muratama, 2018).

Behaviorism is a perspective that asserts that human behavior must be explained through observable experiences, not through mental processes. According to behavioristic learning theory, learning is a change in behavior that can be concretely observed, measured, and evaluated. This theory has several characteristics, such as an emphasis on small elements or components, is mechanical, emphasizes the role of the environment, prioritizes response formation, and emphasizes the importance of practice (Pratiwi, 2021). In this behaviorism approach emphasizes that learning is a process of behavior change as a result of the interaction between stimulus and response (Pratama, 2019). In one of the articles discussing behavioristic learning theory, it states that behavioristic psychology highlights that learning is an instrumental control that comes from the environment (Jelita et al., 2023). Therefore, whether someone learns or not depends on the conditional factors provided by the environment.

Classical conditioning learning theory refers to several training procedures as one stimulus and stimulus appears to replace another and develop a response. These procedures are called classical because of their historical priority as developed by Pavlov. The word classical that begins the name of this theory is merely used to honor Pavlov's work which is the first in the field of conditioning and to distinguish it from other conditioning theories. The feelings of people learning are passive because to hold a response there needs to be a certain stimulus, while regarding reinforcers according to Pavlov that the unconditioned stimulus (unconditioned stimulus) has a relationship with reinforcement. The stimulus that causes the repetition of behavior and serves as a reinforcer.

3.2. Application of Classical Conditioning in overcoming truant behavior

Classic conditioning is a process that Pavlov discovered through his experiments on dogs, where the original and neutral stimuli are paired with a conditional stimulus repeatedly to elicit the desired reaction. Classic conditioning is a process Pavlov discovered through his experiments with dogs, in which an original, neutral stimulus is paired with a conditional stimulus repeatedly to elicit the desired reaction (Akbar & Gantaran, 2022; Shahbana et al., 2020).

According to this theory, the relationship between stimulus and response is not considered important because it cannot be observed and measured. Only stimulus and response can be observed. Therefore, everything given by the teacher and produced by the student must be observable and measurable to see changes in behavior. Another important factor in behavioristic learning theory is reinforcement. Reinforcement is anything that can strengthen the emergence of a response. However, the behavioristic view is less able to explain variations in students' emotional levels, even though they have the same reinforcement experience. In the behavioristic view, only observable stimulus and response are recognized. Behavioristic learning theory does not consider the influence of thoughts or feelings that connect the observed elements (Pratama, 2013).

Learning habituation in early childhood with stimuli provided by educators will stimulate students with various responses received so that they can form the desired behavior appropriately (Husna et al., 2020). According to Salfadilah et al., (2022) there are at least 4 indicators of classical conditioning in an effort to change student behavior. These include (1) habit formation (2) interaction between individuals and the environment; (3) the creation of changes in individuals; and (4) the emergence of brain performance due to stimulus. Furthermore, in the research Salfadilah et al., (2022) several things are observed to change behavior with the habituation of classical conditioning theory, namely as follows, there are (1) positive habits formed in students; (2) students experience changes in behavior towards the better; (3) Students actively respond to the material taught showing involvement in the learning process; (4) Educators play a role in guiding and guiding students who are having difficulty, ensuring that each learner can understand the material well. In addition (5) educators also try to foster an attitude of responsibility in students, so that they are more independent in learning; (6) Through various learning strategies, educators also generate student responses to be more active and motivated in participating in the learning process.

The important role of educators in the learning process and student character building cannot be ignored. Student interactions and behavior are influenced by stimuli provided by educators in learning activities at school, which are able to produce positive responses from students.

3.3. Application of Operant Conditioning in Overcoming Truancy Behavior

On operant conditioning or operant conditioning proposed by E.L. Thorndike in 1911, this theory appeared sometime after the emergence of classical conditioning theory proposed by Pavlov. Thorndike then put forward the hypothesis "if a response has a pleasant result, there is a possibility of another response under the same circumstances" which is known as the law of "law of effect." There are two general principles in operant conditioning, namely: (1) Any response followed by a reinforcing stimulus tends to be repeated; and (2) A reinforcing stimulus is anything that can increase the frequency with which an operant response occurs on average.

In operant conditioning, the focus is on behavior and its consequences. With operant conditioning, the organism will respond in a certain way to produce a reinforcing stimulus. The principles of operant conditioning apply in a variety of situations. To modify behavior, one simply needs to find something reinforcing for the organism whose behavior one wants to modify, wait until the desired behavior occurs, and then immediately provide reinforcement to the individual.

In its application, operant conditioning can be used in individual counseling with a behavioral approach through several steps (Rahayu, 2024), namely (1) The process of applying Behavioral counseling with Operant Conditioning techniques in overcoming students' skipping behavior through the steps and techniques in it, namely, the assessment stage, the technique implementation stage, Evaluation stage and ending counseling and Operant Conditioning techniques in the form of positive reinforcement, motivation, reward, punishment, (2) Factors in the application of Operant Conditioning techniques in Individual Counseling Behavioral approach to overcome skipping behavior include several factors, namely factors in terms of students (counselees) such as, material, self-motivation, expectations and personality. Factors in terms of disorders or problems, namely the type of problem or disorder and the weight of the problem or disorder. Factors in terms of BK teachers or counselors, namely the ability of school counselor and harmonious relationships with students.

3.4. Recommendations and Practical Implications for Schools

Guidance and counseling play a very important role in schools to overcome problems in students, therefore guidance and counseling can design programs according to student needs. The role of guidance and counseling is very necessary, especially in the field of education to help and support student development in personal, learning, social and career fields. BK can help students in overcoming the problems they are facing so that student problems can be alleviated with several behavioristic approaches that come from several research results such as the following. (1) Improving discipline through information services is an effort made by counselors to help students develop discipline by providing useful information (Dwiviyeni et al., 2022). (2) One of the techniques that can be used is self-management, which is applied in several stages, starting from assessment, determining behavioral targets to be improved or reduced, setting goals, to evaluating the success

of implementing individual counseling using these techniques (Astuti & Lestari, 2020). (3) In addition, behavioral counseling is an approach based on learning theory and focuses on changing individual behavior through action-oriented techniques (Marliani in Nursabit & Setiawati, 2023). (4) Another approach that can be applied is to provide verbal encouragement and implement a token economy system to direct students to behave appropriately in the school environment, including reducing truancy and increasing focus on learning (Marhain et al., 2021).

4. Conclusion

This article examines the application of Classical Conditioning and Operant Conditioning theories in behaviorism to modify students' truancy behavior at school. In the era of industrial revolution 4.0, students' active participation is essential to achieve optimal educational goals. Consistent student attendance helps them receive knowledge, develop social skills, and form superior character. Meanwhile, truancy behavior hinders academic and personal development and disrupts discipline. Factors causing truancy include peer influence, environment, weak self-control, wrong parenting, and factors from the school. The behaviorism approach, through Classical Conditioning and Operant Conditioning, is a theory that is closely related to systematic methods for understanding and modifying student truancy behavior. The implementation of Classical Conditioning involves creating positive associations between class attendance and pleasant experiences, such as starting class with an engaging activity. Meanwhile, Operant Conditioning involves both positive and negative reinforcement, such as providing rewards for consistent attendance and negative consequences for absenteeism. Practical examples show that rewards for attendance and consequences for absence are effective in reducing truant behavior. Thus, Classical Conditioning and Operant Conditioning theories provide practical solutions that can be applied by teachers and school managers, providing insights for educators and practitioners on effective strategies in modifying student behavior to achieve optimal educational goals.

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