

The Role Of Science Teachers In Increasing Students' Learning Motivation In The Independent Curriculum Era According To Behavioristics

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Abstract

In the era of the Merdeka Curriculum, which is integrated with technological developments, requires a science teacher to carry out his duties professionally. One part of the teacher's professionalism is understanding learning theory. Behavioristic learning theory, which tends to be teacher-centered, is still often used by teachers even though the curriculum has changed because the application of this theory in learning is still relevant and works well. One of the results of research conducted by Yuliani (2020) entitled "Development of E-Book Learning Media with a Behavioristic Approach to Science Subjects for Class IX Students of SMP 24 Banjarmasin" states that the behavioristic approach shows a positive influence on improving student achievement. The results of analyzing student learning using the N-Gain test are 0.8 (included in the high classification). The results of this study indicate that the behavioristic flow in the era of the independent curriculum is able to increase learning motivation even though the application of behavioristic flow tends to be teacher-centered. The urgency of behavioristic flow in the implementation of learning is to maximize the role of teachers, especially in improving student discipline.

Keywords: Science teacher, independent curriculum, behaviorism

1. Introduction

If traced, the definition of teachers is everyone who has responsibility in terms of the process of educating and guiding students, both individually or classically, at school and outside school (Ananda, 2018). The status of teachers has implications for the roles and functions for which they are responsible. Teachers have a unity of roles and functions that cannot be separated, between educating, guiding, teaching, and training (Suparlan, 2005). These four abilities are integrative abilities, one with another cannot be separated. A person who can educate, but does not have the ability to guide, teach, and train can be said to be a complete teacher. Furthermore, a person is said to be not a real teacher if the teacher has the ability to teach, but does not have the ability to educate, guide, and train.

Science teachers or science teachers are also required to have four basic skills to educate, guide, teach, and train. As an educational science teacher, science teachers must be able to provide motivation to learn and follow the provisions or rules that have become a mutual agreement by providing examples of example, noble ethics and habituation to be kind. In addition, science teachers must also have the ability to teach science or science lessons well to students, namely giving examples to students or practicing certain skills or applying science learning concepts that can later be applied in everyday life. The ability to train science teachers can be done by being an example and example in terms of morals and personality, while the ability to guide is to deliver teaching materials in the form of science and technology using strategies and teaching methods that are in accordance with individual student differences.

In Curriculum Merdeka, the curriculum structure is divided into two main components, namely 1) intracurricular learning which is usually subject-based; and 2) learning through projects aimed at achieving general competencies that have been formulated in the Pancasila student profile (Anggraena, et.al, 2021). This method is also in line with the approach used in various countries that create interdisciplinary learning units and restructure the content so that the student learning load is not too large. The main focus developed by the Independent Curriculum era in general is 1) student-centered learning; 2) all students need to achieve minimum competencies; and 3) strengthening literacy and numeracy.

Student-centered learning can be interpreted as a learning process that has goals and elevations to real life so that they have the motivation to dive deeper into the learning. In the era of the Independent Curriculum, science teachers must function as facilitators of learning that prioritize independence and exploration. Science teachers must be able to stimulate students' interest and desire to learn. However, the existence of various factors can cause science teachers to have difficulty applying learning methods and models in the classroom. Therefore, the understanding of science teachers in learning concepts and learning theories from various streams must continue to be improved because it is part of the development of a teacher's pedagogic competence and can facilitate teachers in carrying out their duties and obligations.

Learning theory according to behaviouristic schools developed by various figures such as Ivan Pavlov, Edward Lee Thorndike, Burhus Frederick Skinner, Clark Leonard Hull, Edwin Ray Guthrie, John Broadus Watson and Albert Bandura can provide meaning to a teacher's learning process because this learning theory tends to be teacher-centered and prioritizes changes in behaviour in students. Although teacher-centered and contrary to the concept of the student-centered Independent Curriculum, behaviouristic learning theory is still relevant to the current learning paradigm, especially in building and improving learning motivation, student character, and positive discipline. According to Yahya (2019), the role of teachers is very important to implement and still character education, because teachers must plan various ways to incorporate all values, norms, and positive habits into the subjects they have.

Natural science education, especially in the era of the Independent Curriculum, is very important for students' intellectual development. To achieve students' intellectual development, student learning motivation becomes one of the important components that can affect academic achievement. The term learning motivation has several definitions. Learning motivation is an internal and external drive-in student who are learning to make behaviour changes, generally with several supporting indicators (Uno, 2017). The process of changing one's behaviour in learning activities to achieve the desired results is known as learning motivation where this change is characterized by changes in attitudes, behaviours, and feelings (Ariani, et.al, 2022). Learning motivation is very important because it is one of the supporting components that aims to encourage and encourage students to carry out learning activities in the classroom which ultimately students' learning motivation can affect their learning outcomes (Muthmainna, 2022).

Not only intellectual abilities that must be developed through the cultivation of learning motivation to students, but there are other aspects that must be developed, namely aspects of behavior change. According to the behavioristic school, it simply describes that the concept of behavior change occurs in the presence of conditioning. Behavioristic theory is one part of the study of experimental psychology which is then used or adopted into the world of education.

When compared to other learning theories, behaviouristic learning theory has distinguishing features. According to Nurhayani and Salistina (2022), behaviouristic learning theory has the following characteristics: 1) prioritizing environmental impact; 2) prioritizing the elements; 3) attach importance to the influence of the response; 4) prioritizing the mechanism for the formation of learning outcomes; 5) Linking causation to the past; 6) prioritizing habit formation; and 7) using the principle of trial and error. According to Fauzan and Arifin (2022) epistemologically, behavioristic learning theory is influenced by philosophical-philosophical schools, namely: 1) Rationalism: The mind is actively involved in the acquisition of knowledge; 2) Nativism: Knowledge already exists in man; 3) Empiricism: Sensory experience is the essential basis of all science; 4) Functionalist Paradigm: Learning theory that emphasizes the relationship between learning and adjustment to the environment; 5) Associanistic paradigm: A theory that says that a change in behavior is caused by the relationship of something with something else.

Behavioristic learning theory explains that learning is a change in behavior that can be observed, measured, and assessed concretely. Changes that occur through stimuli or stimulants and give rise to reactive behavioral relationships (responses) based on

mechanistic laws. The stimulant in question is the student's learning environment, which is influenced by internal factors or external factors that can be the cause of the learning process. Meanwhile, response is a result or impact in the form of a physical reaction to stimulants (Hamruni: 2021).

On the other hand, behavioristic concepts in their application are more likely to use teaching oriented to learning outcomes, especially changes in attitudes and behavior. Learning outcomes are the results of the learning process in the form of assessment by evaluating students' cognitive, emotional and psychomotor abilities characterized by changes in student behavior. Learning outcomes are the results obtained by students through competency development carried out in an effort to improve cognitive, emotional and psychomotor behavioral abilities and a mixture obtained by students to gain an experience for a long time so that students experience changes and know what is observed (Rohman in Nugroho, 2024).

By understanding the role of science teachers in the context of behaviouristic streams, science teachers can optimize student learning experiences, increase active participation, and build sustainable intrinsic motivation. Through this article, it is hoped that it will be clearly illustrated how behaviouristic-based science learning practices can produce students who are excited, curious, and able to develop a deep understanding of natural sciences. From the brief explanation above, this article explains how the role of science teachers in increasing student motivation in the era of independent curriculum according to behaviouristic schools.

The questions that can be taken from the explanation above are: 1) how the concept of behavioristic flow to study changes in student behavior; 2) How the role of science teachers in increasing student learning motivation in the era of the independent curriculum is viewed from the behavioristic stream.

2. Method

The method used is a literature study, namely a review of related literature. In accordance with this meaning, a literature review serves as a review of the literature (research reports, etc.) about related problems. Data analysis is carried out by means of context review, which is linking specific study topics with broader study topics.

3. Results and Discussion

Pritchett and Beatty (2015) state that placing learners in the center of learning (learning center) means teaching concepts and/or skills according to their abilities at that time, not just teaching a topic just because it follows the order suggested in the textbook without considering whether the majority of learners are actually ready to learn the material. With such a curriculum design, the curriculum has the potential to encourage learning that builds the ability of each individual student to have agency or power / control in their learning, not become "consumers" of information. To be competent, learners need to have the opportunity to learn to organize themselves in the learning process (Sahlberg in Anggraena, et.al, 2021).

In the learning process so that students have the desire for them to more easily understand each lesson, especially science subjects, according to Suyanto and Jihad (2013) a teacher, especially science teachers, needs to: 1) involve students as subjects in learning, where a teacher must have confidence that all students can learn; 2) mastering the field of science taught, able to relate it to other fields and able to apply it in the real world; and 3) create, enrich, and adapt teaching methods to attract and nurture students' interest in learning. In addition, to support success in the learning process, a teacher must improve his ability both participating in various trainings, seminars, workshops, and conducting educational research studies such as Classroom Action Research (PTK). Through these various activities, teachers can develop learning strategies, teaching techniques, classroom management, classroom discipline, learning theory, and apply teaching principles that can improve students cognitive.

Learner-centered learning can be interpreted as a learning process that has goals and elevations to real life so that they have the motivation to dive deeper into the learning. In this

learning process, students will feel that the knowledge they will get can be useful for their lives. Such a learning environment can be created if an educator is sensitive to the situation and can understand the environmental conditions around students.

According to Harjali (2016) stated that the learning environment is a very important factor in determining success in building students' behavioral abilities. Based on this statement, it can simply be stated that the learning environment is a place or atmosphere (state) that affects the process of changing human behavior. What kind of environment can create conducive learning conditions; we first review some dimensions that must be met to create a conducive learning environment. There are three dimensions that must be met to create a conducive learning environment, namely the physical environment dimension, the psychosocial environment dimension, and creating a conducive learning environment. In creating a conducive learning environment, teachers, especially science teachers, have a very important role. Creating a conducive learning environment is the main responsibility of a teacher because the teacher sets a number of rules that must later be mutually agreed upon by both the teacher and the main students in classroom learning.

One agreement aimed at increasing learning motivation is to create an effective reward and punishment system. Behavioristic theory translates reward as positive reinforcement that can build learner motivation through external factors. According to Djamarah in Azwardi (2021) explained that reward is one of the tools in education that has an important meaning in building the character and character of students. According to Usman (2000) reward can consist of: 1) verbal reward (praise) and 2) non-verbal reward. Verbal rewards can be words like good, yes right, right, very good, etc. or in the form of sentences like your work is very good, I am happy with the results of your work. While nonverbal rewards can be such as 1) rewards in the form of mimic and body movements, including: smiles, finger thumbs, applause and others; 2) reward by approaching, that is, the teacher approaches students to show attention, this can be done by the teacher standing next to students, walking towards students, and others; 3) rewards in the form of symbols or objects in the form of letters of merit or certificates; 4) provide fun activities i.e. teachers can use activities or assignments that students enjoy; 5) reward in the form of respect in the form of a kind of coronation, in which the child who gets the honor is announced and appears in front of his friends and respect in the form of giving power to do something; and 6) reward by giving unpaid attention given to students who give less than perfect answers.

In addition to reward and punishment, the behavioristic concept also recognizes the term reinforcement. The provision of appropriate reinforcement is when the teacher always provides positive reinforcement, having a program that directs the child to a series of behaviors that approach the behavior expected of the learning goal itself (Skinner in Gredler, 2011). According to Sardiman (2010) teachers must be able to stimulate and provide reinforcement to dynamic student potential, foster self-help (activity) and inventiveness (creativity), so that dynamics occur in the teaching-learning process. Thus, the provision of reinforcement and creativity in teaching teachers has a positive and significant influence on student learning motivation. This proves that the provision of reinforcement and creativity in teaching teachers both have a contribution in increasing student learning motivation.

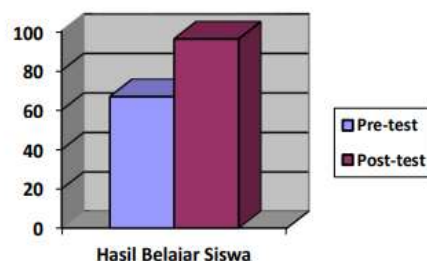
Not only with rewards, punishments, and reinforcement, the development of learning models in the field of learning technology is also needed to increase student learning motivation. The development of behavioristic theory, cognitivism and constructivism has changed the emphasis in the field of teaching and learning. Attention to learners' perspectives, characteristics and ownership of the learning process has grown and developed with the creation of new and innovative learning models (Nurdyansyah and Fahyuni, 2016). By utilizing technology in the right way, teachers can increase the effectiveness of feedback and improve the learning experience for students, for example the selection of the right tools that suit the needs and goals of learning, providing direct feedback to students either in the form of direct comments through the platform or via email, utilizing interactive media such as videos, simulations or multimedia presentations that allow students to get stronger visual and auditive feedback, Encourage student engagement by creating an

interactive and collaborative learning environment that allows students to give feedback to each other in participating in the learning process and teachers can track student progress using technology accurately and provide feedback tailored to each student's needs.

Other strategies that can be applied by teachers in creating student learning motivation in addition to reward and punishment according to Ariani, et.al (2022) are: 1) providing an explanation of learning objectives to students; 2) create a climate of rivalry and competition within the classroom; 3) give maximum attention to students; 4) always ready to help children's learning difficulties individually and in groups; 5) use a variety of teaching methods; 6) use good media and in accordance with learning objectives; 7) using pictures in the process of explaining, this is to reduce student boredom; and 8) use jokes as a form of "refreshing" and to get students' attention back. However, a teacher must often evaluate, especially in the learning process whether the strategies that have been used can work effectively or not.

Apart from the teacher, other elements also affect student learning motivation, namely the curriculum. The curriculum must be responsive to developments in technology, art, culture, and science and provide opportunities for students to develop their various abilities and interests (Ministry of Education and Culture, 2014). The structure of this curriculum depends on the government as a policy holder. The development of an interesting and relevant curriculum must pay attention to several aspects including relevant content that suits student needs, meaningful learning experiences that are by relating subject matter to real life, diverse learning approaches that suit student learning styles and needs such as project-based learning and problem-based learning, effective use of technology, stakeholder involvement, evaluation and reflection, integration between lessons so that students can see the relationship between various concepts and topics studied and the development of 21st century critical thinking skills in problem solving.

Although the learning process tends to be teacher-centered, there are several case studies of the positive impact of applying behavioristic concepts in improving student learning outcomes. According to Yuliani (2020) in her research entitled "Development of E-Book Learning Media with a Behavioristic Approach to Science Subjects for Class IX Students of SMP 24 Banjarmasin" stated that the behavioristic approach shows a positive influence on increasing student achievement. The results of research using this E-Book media obtained the following results: 1) This learning media showed feasibility with 93.3% content (material) expert validation and 86% learning media (design) expert validation results, 2) The percentage results of the product attractiveness level showed 90.5%, 3) The results of student learning analysis using the N-Gain test were 0.8 (high classification), 4) The results of student learning analysis improved better.



Gambar 1. Perbedaan hasil belajar siswa sebelum dan setelah menggunakan media pembelajaran.

Source: Data Processing

While another study entitled The Impact of Positive Reinforcement in the Guided Inquiry Learning Model based on behavioristic theory on grade 5 science learning outcomes also showed a positive influence on student learning outcomes. This is due to factors of active involvement of students in exploring their abilities. In this behavioristic approach,

students' ability to solve problems and group discussions is the main key to success (Budiastini, 2023).

Tabel 1. Rangkuman Perhitungan Data Hasil Belajar IPA Siswa

Statistik Deskriptif	Hasil Belajar IPA Siswa	
	Kelompok Eksperimen	Kelompok Kontrol
Mean	21,80	18
Median	24,7	17,76
Modus	24,9	19,25
Varians	23,94	20,35
Standar Deviasi	3,99	5,62
Skor Maksimum	35	30
Skor Minimum	15	8

Source: Data Processing

From the data above, it is clear that the experimental class has better scores compared to the control class.

In changing student behavior, behavioristic concepts also give positive value to changes in student behavior. According to Oktariska, et.al (2018) based on the results of data exposure and research findings on the use of behavioristic learning techniques to foster environmental care behavior of students at SMKN 6 Malang, which was carried out through observation, interviews, and documentation. The results of the study stated that according to a behaviouristic perspective, learning is creating desired behaviour with environmental stimuli and reinforcement. School personnel support environmental conservation programs by example, advice, warnings, and rewards. Gift giving will encourage eco-friendly behaviour to repeat. In addition, programs that focus on cultivating environmentally caring behaviours attract students. So, it can be concluded that the view of behaviouristic theory, the purpose of learning is to create the desired behaviour, so that the results in students include changes in mindset and behaviour, including the use of school waste banks to manage waste wisely, especially in students of SMKN 6 Malang.

However, the behavioristic concept held by science teachers has a number of limitations, namely: 1) The most important principal consequences of the behavioristic concept is that behavior changes with direct consequences. While pleasurable outcomes (commonly known as reinforcers or enhancers) can improve behaviour, while unpleasant outcomes (known as punishment) can actually weaken behaviour; 2) Immediacy of consequences Results given immediately and with action are more influential than late results. For example, if a primary school student does a good job and immediately receives a compliment or gift, it seems in a stronger sense than a grade given later; The term shaping is used in activist learning theory when a new skill or behaviour is taught by providing reinforcement to students in ultimately approaching the desired behaviour. For example, teaching children the correct way of ablution, teaching them how to perform ablution in an orderly manner, then practicing it themselves until it is finished, then they are strengthened (Muazzaroh, 2011).

To face a number of challenges faced by science teachers in applying behaviouristic schools, efforts need to be made, namely making holistic approaches in teaching science that include behaviouristic elements along with more concrete and constructivist approaches, for example: 1) Teachers should understand what kind of stimulus is appropriate to give to students; 2) The teacher also understands what kind of response will arise in the student; and 3) Knowing whether the response shown by this student is really in line with what was expected. In this third point, in order for this to be achieved, the teacher must be able to: a) establish that the response is observable; b) the response shown by the student can also be measured (measurable); c) the response shown by students should be explicit or explicit; d)

In order for the response to always occur or be faithful in the memory / behaviour of students, it is necessary to have some kind of reward.

4. Conclusion and Suggestions

The conclusion that can be drawn from this explanation is that behavioristic learning theory is a set of definitions, concepts and propositions that explain and predict phenomena where the set has been tested for truth through research to study changes in individual behavior. The strategy of behavioristic learning principles is to create a good and comfortable learning environment for students to get a good response also from students, by getting a good response, a pleasant learning process will also be obtained so that learning results and motivation will also be maximized. This is in line with several studies that have been conducted by Yuliani (2020), Budiastini (2023) and Oktariska (2018) which investigate the application of behavioristic learning theory in the learning process. The results of his research showed that there were significant changes after applying the theory in the learning process.

Science teachers who apply behavioristic schools in learning, especially in the era of the Merdeka curriculum according to Putra, et.al (2023) and Sudjana (2019) need to do the following: 1) because learning seems to be teacher-centered learning, teachers should avoid authoritarianism, heavy training methods, and giving too many lectures to students; 2) Before learning begins, the teacher prepares learning contract points which will be mutually agreed upon by students; 3) Teachers must prepare the process of evaluating learning outcomes well, because evaluation is emphasized on learning outcomes not on the learning process; 4) Teachers prepare teaching equipment well, so that teachers can understand student learning conditions and situations. Because according to this theory, the knowledge transfer process is carried out entirely by the teacher, so that by preparing teaching tools properly the knowledge transfer process becomes maximized; 5) The teacher does not provide examples of negative behaviour, especially in classroom learning such as not yelling at students or even hitting / pinching students when students make mistakes; 6) Teachers apply the Resource Person method, which is to use humans as sources or examples to imitate their behaviour. Of course, the example in question is an example of good behaviour; 7) Give rewards or punishments but the frequency is limited. Limiting the provision of rewards and punishments to students so that students are not too dependent on giving rewards and giving punishments that are continuously not good for students' future development; 8) Limiting the method of lectures in the classroom so that students are accustomed to independent learning so that students can ask questions if they have difficulty in learning; and 9) Apply the drill method both questions and practicum to gain dexterity or skills from what is learned, but this method does not develop students' thinking skills and talents so teachers must pay attention to the level of fairness of this method.

Future implications in the development of more effective and inclusive learning strategies as teachers must adjust curriculum development to meet the needs of diverse students both in terms of culture, language, background and student learning styles. The development of the world of educational technology can help expand access to education for all, including those with physical and geographical limitations. However, inclusive education must be a priority by ensuring that all students, including those with special needs, get the support they need to reach their full potential. Interdisciplinary collaboration and stakeholders such as teachers, parents and the general public can create a more inclusive learning environment.

The suggestion added is that a teacher, especially a science teacher, must be able to combine behavioristic learning theory with other learning theories such as constructivist learning theory, humanistic learning theory, etc. because behavioristic learning theory has a number of limitations.

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