Implementation of Learning Theory According to Behavioristic Psychology in Vocational Education

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ABSTRACT

The flow of behavioral psychology learning theory is one of the learning theories that prioritize changes in student behavior as a result of stimuli and responses. Learning is a form of change experienced by students, through the interaction between stimulus and response that aims to modify student behavior. Watson explained that student behavior is the result of innate influences from family and the environment. While Pavlov explained that it refers to several training processes in vocational education, namely the training process between one stimulus and another to be able to develop a response. Meanwhile, Skinner argues that the relationship between stimulus and response occurs because through interaction with the environment the next change is caused by changes in behavior. Thus, it can be concluded that behavioral psychology theory focuses more on developing student behavior in a better direction, especially in vocational education. In principle, behavioral psychology learning theory is very relevant if it is implemented in the design of learning methods in vocational education.

Keywords: Learning Theory, Psychology, Behavioristic, Vocational Education

INTRODUCTION

Vocational education is higher education that prepares students to have jobs with certain applied skills at a maximum equivalent to undergraduate programs in organizing educational programs that are closely related to employment (Winangun, 2017). Vocational education prioritizes preparing workforce graduates who have skills that can adapt to change. Vocational education institutions themselves need to be able to contribute to economic competitiveness, through increasing hard skills, and soft skills, and increasing the use of technology. To achieve this, it is necessary to increase educators' understanding of learning theories, models, strategies, methods, and techniques that are very important for the success of the learning process. By understanding learning theory, educators are expected to be able to design and implement the learning process in the classroom better, because it is based on learning theories as a reference developing the theoretical foundations for learning is a key step to improving intelligence and learning success (Arifin, 2017). Learning theory consists of several major groups, namely behavioristic, cognitive, constructivist, and humanistic learning theories, each learning theory has advantages and disadvantages.

The use of learning theory can make it easier for students to understand something that is being studied. Learning theory emphasizes changes in student behavior. Behavioristic learning theory is a psychological theory that focuses on real behavior and is not related to the relationship between consciousness or mental construction (Nahar, 2016).

Behavioristic learning theory is oriented towards results that can be measured, observed, analyzed, and tested objectively. This approach has contributed to achieving changes in thoughts, feelings, and behavior patterns for individuals (Sanyata, 2012). Based on the above opinion, it can be concluded that behavioristic learning theory is a psychological theory that focuses on individual behavior that can be measured so that it can be tested objectively.

Implementation of behavioristic theory can improve the quality of learning if it is applied in the learning process, especially in the field of vocational education. Based on its components, this theory is relevant to be used in the current learning process. The application of behavioristic learning theory is very easy because this theory is to improve the quality of students. Based on the description above, this article aims to determine the implementation of learning theory according to behavioristic psychology in vocational education.

METHODS

This article uses the Systematic Literature Review (SLR) method, which is a literature review method that identifies, reviews, evaluates, and interprets all available research. This method is used to review and identify journals in a structured manner which in each process follows the steps that have been set (Triandini *et al.*, 2019). Information is collected by reading literature relevant to the topic being discussed. Sources of data, namely literature, can be in the form of books, scientific articles, research journals, research reports, seminar proceedings, and others related to the application of psychology's behavioristic learning theory in vocational education.

RESULTS AND DISCUSSIONS

A. Study the study of the application of behavioristic psychology learning theory

The results of the research data included in this article are analyzes and summaries of documented articles related to the implementation of behavioristic theory in vocational education. Seen in the following Table 1 below.

Table 1. Research results related to the implementation of behavioristic theory in vocational education

Researcher and Year	Journals and Articles	Research results
Nasution, (2015)	LOGARITMA: Jurnal Ilmu-Ilmu Kependidikan dan Sains	Mathematics teachers who study this theory are very useful to improve their abilities as professional mathematics teachers because mastering this material and its application will also increase the ability of insight to carry out mathematics learning activities in the classroom.
Sholikhah & Fauziati, (2021)	E-Jurnal Pendidikan dan Sains Lentera Arfak	The application of Edward Lee Thorndike behavioristic learning theory is very appropriate in learning mathematics. Implementation of the stimulus given in the form of repeated exercises so that the stimulus and response are stronger. give awards to students, so that students will feel satisfied with what has been obtained from the learning process.

Harni & Tarjiah, (2018)	Profesi Pendidikan Dasar	The results of this study indicate that the consistent application of behaviorism theory can form discipline in its students.
Amsari, (2018)	Jurnal Basicedu	Specifically for learning mathematics, the teacher ensures the readiness of students in learning, so that the stimulus provided can be well received by students and elicits the desired response. The stimulus given should be repeated often so that the stimulus-response relationship gets stronger, one of which is by providing training or emphasizing concepts by the teacher.
Ismail, & Mudjiran, 2019	Menara Ilmu,	From the results of the literature study, it can be concluded that the application of behavioristic learning theory aims to produce students who are characterized by comprehensive abilities critical, creatively and innovatively, collaborating and communicative. Teachers are required to be creative, critical, cooperative, and communicative to provide the maximum benefit to students.
Shahbana & Satria, (2020)	Jurnal Serunai Administrasi Pendidikan	The expected result from the application of behaviorism theory is the formation of the desired behavior. Desired behavior gets positive reinforcement and inappropriate behavior gets negative rewards. Evaluation or assessment is based on the behavior that appears in the learning of students.
Nahar, (2016).	NUSANTARA: Jurnal Ilmu Pengetahuan Sosial	Behavioristic learning theory focuses more on developing student behavior towards a more desirable or better direction.
Supena & Gumiandari, (2021).	Jurnal Sakinah	The results of this study are: 1) knowing the development of Private Self-Intelligence Students in memorizing English vocabulary and expressions given by the tutor; 2) knowing the effectiveness of teaching and learning activities; and 3) knowing the suitability of students with each other through behavioristic theory approach.
Sugeng Iwan, (2017).	emodemo.org	The application of this EMO DEMO method is to create a Module. The module written refers to the module that has been made by GAIN which is enriched with the theory of behavior change, the concept of communication, and is prepared in accordance with the module rules that apply in Higher Education.
Yulfitria, (2017)	.Jurnal Bidan	Health education through leaflets and powerpoint slides can increase knowledge about preventing pathological vaginal discharge. The conclusion of this study is that health education can increase knowledge about the prevention of pathological vaginal discharge.
Mulati, (2020).	Jurnal Kebidanan dan Kesehatan Tradisional	The psychological theory reveals that emotional intelligence affects human behavior. The level of emotional intelligence in the midwifery DIII program was quite good at 98.8% and good at 1.2%. The level of emotional intelligence is applied to midwifery is quite good 52.7%, good 44.9%, and very good 2.7%. Conclusion: Most midwifery students have good emotional intelligence

The application of behavioristic learning theory aims to produce students with comprehensive, creative and innovative, collaborating, and communicative abilities (Ismail & Mudjiran, 2019). The purpose of applying the theory of behaviorism is to form the desired behavior. Desired behavior gets positive reinforcement and inappropriate behavior gets negative rewards. Evaluation or assessment is based on the behavior that appears in the learning of students (Shahbana & Satria, 2020).

Behavioristic learning theory focuses more on developing student behavior in a better direction (Nahar, 2016). Through the behavioristic theory approach, educators can find out the development of Private Self-Intelligence Students in memorizing English vocabulary and expressions, the effectiveness of teaching and learning activities, and can determine the suitability of students with each other. (Supena & Gumiandari, 2021).

Based on the results of previous research that has been carried out as listed in the table above, studying this theory is very useful in improving his ability as a professional mathematics teacher because mastering this material and its application will also increase insight skills (Nasution, 2015). The application of Edward Lee Thorndike's behavioristic learning theory is very appropriate in learning mathematics. Implementation of the stimulus given in the form of repeated exercises so that the stimulus and response are stronger (Sholikhah & Fauziati, 2021). Consistent application of behaviorism theory can form discipline in students (Harni & Tarjiah. 2018), Educators can apply behavioristic theory to ensure the readiness of students in learning so that the stimulus given is acceptable and elicits the desired response (Amsari, 2018).

The application of the behavioristic theory of psychology into vocational education learning to improve the quality of students who have special skills. According to Sugeng Iwan *et al.*, (2017). The application of the EMO DEMO method uses a module that has been made by GAIN which is enriched with behavioral change theory, and communication concepts, with the aim of students being able to apply nutrition counseling and training strategies by evoking emotions for participants who need health services. The behavioristic theory of psychology reveals that emotional intelligence affects human behavior. research Mulati (2020) describes the emotional intelligence of students of the D3 Midwifery Study Program and the Advanced study program. Most midwifery students have good emotional intelligence. Applying learning theory to vocational education, especially in the health sector through leaflet media and PowerPoint slide media, can increase knowledge about the prevention of pathological vaginal discharge (Yulfitria, 2017).

B. Discussions

The behavioristic theory emphasizes the formation of behavior as a result of learning. Behavioristic learning theory with stimulus and response relationship model, emphasizes students be able to learn as passive individuals. The emergence of strong behavior when students are given reinforcement will disappear if they are punished (Nasution, 2006). This behavioristic theory affects learning problems which can be interpreted as an exercise for the formation of a relationship between stimulus and response that will be able cause learning habits automatically.

The implications of behavioristic theory in learning activities in vocational education depend on several components such as learning objectives, subject matter, learning media, learning facilities, environment, reinforcement, student characteristics, and workforce guidelines (Sugandi, 2007). the results of the analysis of review articles and journals that this behavioristic learning theory is more likely to direct students to think critically in learning practices. This theoretical view is one of the processes of forming students in achieving certain targets such as in practical skills education in the field of vocational

education which makes students not free to be creative and imaginative. In learning design in behavioristic learning theory views science as a goal, so that learning is the acquisition of knowledge, while teaching is transferring knowledge to students. Therefore, it is expected that students have critical thinking and the same understanding of the science being taught, meaning that what is explained by the teacher is what students must understand. The most important thing in applying behavioristic learning theory in vocational education learning is the input and output in the form of responses. Between stimulus and response is considered unimportant because it can not be observed and measured. However, they are more likely to change behavior in vocational practice, especially in laboratory learning, case study practice in class, and practice in the field.

So what is observable is just arousal and student response depending on the use case and strategy. Therefore, whatever teachers give students must be observable to observe changes in behavior. Another important element of behavioral learning theory is reinforcement. The definition of reinforcement is anything that can increase the occurrence of a response. Meanwhile, attitudes toward behavior were less likely to explain the difference in students' emotional levels, even though students had the same reinforcement experience.

The behavioral perspective also fails to account for children with relatively similar reinforcement abilities and experiences. Assessing their ability, the two children have different behaviors and reactions to understanding a lesson. Therefore, behavioral learning theory only assumes the existence of an observable stimulus and response. Behavioral learning theory does not consider the influence of thoughts or feelings incorporating observable factors (Putrayasa, 2013). Behavioral learning theory emphasizes changes in behavior as a result of the interaction between stimulus and response while learning as an activity requires students to reorganize acquired knowledge.

Mukinan (1997) explains that there are several principles: 1) Behavioral learning theory assumes that what is called learning is behavioral change. Someone is said to have learned if they can show changes in behavior; 2) this theory holds that the most important thing in learning is stimulus and response as it can be observed, while what is happening is considered unimportant because; and 3) reinforcement; is anything that can reinforce the appearance of a response; is an important factor in learning practice.

Education seeks to develop student behavior for the better. Educators try to understand students as they grow up. The evolution of behavior is the object of observation by the behaviorist school. Behavior can be in the form of a person's attitudes, words, and actions, so this behavior is part of psychology. Thus, educational psychology considers issues that affect the behavior of a person or group of people in the learning process in vocational education.

CONCLUSIONS

Based on the results and discussions described above, it can be concluded that the application of behavioral learning theory can create global students, creativity and innovation, collaboration, and communication in activities. Study Learning behavior theory is also more focused on developing better student behavior, as well as understanding the effectiveness of teaching and learning activities and students' satisfaction with others through learning behavior. Through the behavioral theory approach of psychology with the aim that students can have specific skills in the field of professional education.

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