



A Behavioristic Approach to Classroom Management in Islamic Cultural History (SKI) Learning

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Abstract

This study aims to analyze the implementation of a behavioristic approach in classroom management in the subject of Islamic Cultural History (SKI) and to identify the supporting and inhibiting factors in its implementation. The behavioristic approach emphasizes the formation of learning behavior through planned stimulus, response, and reinforcement mechanisms. This research employed a qualitative descriptive approach. Data were collected through in-depth interviews and observations involving the SKI teacher and Grade VII students at SMPIT Darul Muttaqien Parung, Bogor Regency. Data analysis was conducted using the Miles and Huberman model, including data reduction, data display, and conclusion drawing, and was validated through technique triangulation. The findings indicate that the behavioristic approach is implemented through academic, material, and psychological stimuli, as well as reinforcement in the form of rewards and educative consequences. This implementation contributes to the development of students' discipline, activeness, and responsibility. However, the behavioristic approach is not applied mechanically, but is adapted through the integration of Islamic values, thus supporting not only observable behavior but also the process of value internalization. Supporting factors include teacher consistency, positive reinforcement, and the contextualization of learning materials. In contrast, inhibiting factors include students' perceptions, differences in individual characteristics, and limited instructional time. Therefore, the behavioristic approach contributes to shaping learning behavior and needs to be complemented with other approaches to support deeper value internalization.

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan pendekatan behavioristik dalam pengelolaan kelas pada mata pelajaran Sejarah Kebudayaan Islam (SKI) serta mengidentifikasi faktor pendukung dan penghambat dalam implementasinya. Pendekatan behavioristik menekankan pembentukan perilaku belajar melalui mekanisme stimulus, respons, dan reinforcement yang dilakukan secara terencana. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara mendalam dan observasi terhadap guru dan peserta didik kelas VII di SMPIT Darul Muttaqien Parung, Kabupaten Bogor. Analisis data dilakukan menggunakan model Miles dan Huberman, meliputi reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji melalui triangulasi teknik. Hasil penelitian menunjukkan bahwa

Kata Kunci: *Pendekatan Behavioristik, Pengelolaan Kelas, Sejarah Kebudayaan Islam (SK).*

pendekatan behavioristik diterapkan melalui stimulus akademik, stimulus materi, stimulus psikis, serta reinforcement dalam bentuk reward dan konsekuensi edukatif. Penerapan ini berperan dalam membentuk disiplin, keaktifan, dan tanggung jawab peserta didik. Akan tetapi pendekatan behavioristik tidak diterapkan secara mekanistik, melainkan diadaptasi melalui integrasi nilai-nilai keislaman, sehingga tidak hanya membentuk perilaku eksternal, tetapi juga mendukung proses internalisasi nilai. Faktor pendukung meliputi konsistensi guru, penguatan positif, dan keterkaitan materi dengan kehidupan sehari-hari. Adapun faktor penghambat meliputi persepsi siswa, perbedaan karakter, dan keterbatasan waktu pembelajaran. Dengan demikian, pendekatan behavioristik menunjukkan kontribusi dalam pembentukan perilaku belajar dan perlu dilengkapi dengan pendekatan lain untuk mendukung internalisasi nilai secara lebih mendalam.

INTRODUCTION

The behaviorist approach to classroom management in the teaching of Islamic Cultural History (SKI) is a relevant strategy for addressing students' learning behavior issues, particularly at the junior high school (SMP) level. At this stage, students are in a transitional phase from childhood to adolescence, characterized by emotional instability, increased curiosity, and the beginning of self-identity formation. These conditions require classroom management that is not merely administrative but also pedagogical and psychological, so that teachers do not merely act as content deliverers but as managers of students' learning behavior through appropriate strategies (Pernandes, 2025).

Within the behavioral approach framework, classroom management is understood as a systematic effort to create and maintain optimal learning conditions through the control of stimuli and the reinforcement of student responses. Behavioral theories developed by figures such as Ivan Pavlov, B. F. Skinner, and Edward Thorndike assert that learning behavior can be shaped through a stimulus–response mechanism that is consistently reinforced. In this context, classroom management serves not only to maintain order but also as a means of fostering students' learning habits, discipline, and responsibility (Romyzal, 2024).

In modern educational practice, characterized by the diversity of student characteristics, the behaviorist approach cannot be applied mechanically. Students differ in learning styles, motivation, social backgrounds, and the ability to focus their attention, thus requiring adaptation in the application of classroom management strategies (Putri et al., 2025). Understanding this diversity is crucial so that the learning process is not only cognitively effective but also capable of creating an inclusive and conducive learning environment (Hanifah et al., 2020). In the context of the 7th-grade class at SMPIT Darul Muttaqien Parung in Bogor Regency, this diversity is evident in the variations in students' discipline, learning motivation, and attention levels during instruction, which necessitates the application of an approach that is both systematic and flexible.

The teaching of Islamic Cultural History (SKI) has distinctive characteristics, as it is not only focused on mastering historical content but also on internalizing Islamic values through the exemplary lives of Islamic figures. In the context of integrated Islamic schools, SKI instruction is aimed at instilling the values of religious moderation, tolerance, and social responsibility (Munawir et al., 2023). Thus, classroom management in SKI instruction cannot be separated from efforts to shape students' character; consequently, the behavioral approach must be positioned not merely as a strategy for behavior control but also as a pedagogical tool for fostering values.

Empirical findings indicate that SKI instruction is often perceived by students as an uninteresting and difficult-to-understand subject. (Khotim et al., 2024) This is influenced by the presentation of material that tends to be monotonous and lacking in context, leading to low learning motivation, minimal participation, and disruptive behaviors that hinder the learning process (Ariyanti & Anggerawati, 2024). These conditions indicate that the problems in SKI learning lie not only in the subject matter but also in suboptimal classroom management. (Ali, 2025).

Although the behaviorist approach has been widely used in education, studies that specifically examine it as a classroom management strategy in SKI instruction remain limited. Research conducted by (Wahyudin, 2024) indicates that the behavioral approach plays a role in shaping learning behavior through stimuli, responses, and reinforcement; however, this study has not specifically examined the context of classroom management or its integration with the characteristics of SKI learning in integrated Islamic schools. Thus, there is a research gap that needs to be addressed, particularly in understanding how the behavioral approach is contextually implemented in SKI classroom management.

In practice, the behavioral approach is often criticized for tending to emphasize observable behavioral changes while neglecting internal dimensions such as awareness, meaning, and values (Pratama, 2019). In the context of Islamic education, this limitation is important to examine, as the goal of education is not only to shape external behavior but also the moral and spiritual awareness of students (Azima et al., 2024a). Therefore, a study is needed that not only describes the application of behaviorism but also analyzes how this approach interacts with Islamic values in the learning process.

Based on the above discussion, this study aims to analyze the application of the behaviorist approach in classroom management for the SKI subject in seventh grade at SMPIT Darul Muttaqien Parung, Bogor Regency, as well as to identify the forms of implementation, supporting factors, and inhibiting factors. Furthermore, this study also seeks to make a conceptual contribution by demonstrating that the behaviorist approach in SKI instruction is not mechanistic but can be transformed into a contextual approach through integration with Islamic values.

RESEARCH METHOD

This study employs a qualitative approach aimed at gaining an in-depth understanding of the phenomena and issues occurring within the context of learning. This approach focuses on exploring the perspectives, experiences, and perceptions of the research subjects through various data collection techniques, with an emphasis on the depth of meaning in the data rather than its quantity (Dhobi, 2023).

The research was conducted at SMPIT Darul Muttaqien Parung in Bogor Regency. The research subjects included seventh-grade Islamic Cultural History (SKI) teachers and seventh-grade students. Subject selection was conducted using purposive sampling, which involves selecting informants based on specific criteria to ensure the data collected aligns with the research needs (Jailani & Jeka, 2023)

The data collection techniques used were in-depth interviews and observation. Interviews were conducted to explore the subjects' experiences and perspectives directly, while observation was used to observe the learning practices taking place in the classroom.

Data analysis in this study utilized the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions. Data reduction was conducted by selecting and focusing on data relevant to the research objectives. Next, the data is presented systematically in narrative form to ensure ease of understanding. The final stage involves drawing conclusions on an ongoing basis based on verified data, thereby yielding valid and objective findings (Qomaruddin & Sa'diyah, 2024).

To ensure the validity of the data, this study employed data triangulation, which involves comparing data obtained through interviews and observations of the same sources. This technique was used to ensure the consistency and validity of the data collected in the field.

RESEARCH RESULTS AND DISCUSSION

The results of this study show that the application of the behaviorist approach in SKI instruction serves not only as a classroom management strategy but also as an effort to gradually shape students' learning behaviors. Teachers' practices indicate an ongoing conditioning process through stimuli, responses, and reinforcements provided during instructional activities.

These findings indicate that the application of the behaviorist approach in the classroom is not a simple matter but is influenced by various interrelated factors. Therefore, the discussion in this study aims to describe these implementation practices while also understanding the factors that influence their effectiveness within the context of SKI learning.

Forms of Applying the Behaviorist Approach in SKI Classroom Management

Research findings indicate that the behaviorist approach in SKI instruction is implemented through the conditioning of student behavior by systematically utilizing

stimuli, responses, and reinforcement. This approach serves not only as a behavior management strategy but also as a means of fostering discipline, responsibility, and active engagement in learning. In practice, this approach is not applied rigidly but is adapted to classroom conditions, student characteristics, and the learning objectives to be achieved.

The first application is seen in the academic stimuli provided through the presentation of learning objectives, prompting questions, and the reinforcement of classroom rules. These stimuli serve as initial conditioning to build students' readiness to learn before entering the core material. As Respondent D (G) stated, *"Before diving into the material, I always communicate the learning objectives and their benefits so that students know the direction of their learning and are better prepared to follow the lesson."* This statement indicates that academic stimuli do not merely serve as a formal opening to the lesson but as a deliberate strategy to direct students' attention and mental readiness. (Hadi, 2024).

The results of the observations indicate that students became more focused, compliant with rules, and active in responding to the lesson. However, under certain conditions, boredom was still observed, particularly when the lesson lasted a long time or as the break approached. This suggests that structured stimuli can shape learning behavior, but their effectiveness is not absolute and remains influenced by situational factors. Analytically, these findings confirm that in a behaviorist approach, the success of stimuli depends heavily on both consistency and variation in their presentation, so as not to cause boredom, which could actually weaken the expected response. (Azima et al., 2024b).

Second, the learning material is presented through stories about figures in Islamic history, which serve not only as a source of knowledge but also as a means of shaping values and attitudes. Teachers deliver the material using a narrative approach linked to students' daily lives, so that students not only understand the content but are also able to grasp the underlying meaning. Respondent A (M) stated that *"when the teacher tells stories about Islamic figures and relates them to modern life, it becomes easier to understand and more interesting."*

These findings suggest that contextual stimuli have a greater influence on shaping learning responses than purely informative stimuli. From a behaviorist perspective, students' active engagement in responding, expressing opinions, and completing tasks serves as a form of reinforcement that strengthens positive behavior. However, upon closer examination, the responses that emerge are not entirely mechanistic as in classical behaviorism, but rather involve understanding, reflection, and the interpretation of meaning. This indicates that the behaviorist approach in the context of SKI learning has expanded in function, from merely shaping responses to fostering students' cognitive and affective engagement.

Third, psychological stimuli are provided through an empathetic approach, explanations of the benefits of learning, and reflection on the learning process. Teachers strive to build positive relationships with students, thereby creating a comfortable and conducive classroom atmosphere. Respondent D (G) stated that *"if a student is unfocused, I usually don't*

reprimand them immediately, but try to understand their situation first.” This approach demonstrates that teachers do not merely act as behavior controllers but also as facilitators who attend to students’ emotional states.

From a behaviorist perspective, this approach can be understood as a form of indirect reinforcement that strengthens students’ sense of security and self-confidence in learning (Fakhriatul Ulfa Miladiah, 2025). Analytically, these findings indicate that stimuli in the behavioral approach are not merely external but also encompass psychological dimensions that play a crucial role in shaping students’ readiness and engagement. Thus, behavioral theory in practice cannot be separated from affective aspects, particularly within an educational context that emphasizes character development.

Fourth, reinforcement is implemented through the provision of rewards and educational consequences. The rewards given tend to be non-material, such as verbal praise, recognition of students’ efforts, and attitude assessments. These forms of reward have been shown to enhance students’ self-confidence, motivation, and sense of responsibility. Meanwhile, consequences are administered in an educational manner, such as completing tasks or engaging in reflection, without the use of physical punishment. This indicates that the approach prioritizes learning over mere punishment.

These findings align with the theory of operant conditioning proposed by B. F. Skinner, which states that behavior tends to be repeated when followed by positive reinforcement and weakens when not reinforced. (Morris et al., 2005) However, in the context of this study, reinforcement serves not only as a means of strengthening behavior but also as a tool for fostering awareness and responsibility. This indicates that the function of reinforcement has expanded from merely a control mechanism to becoming part of a more meaningful learning process.

This approach treats the learning environment as a stimulus system consciously designed to shape student behavior. The communication of objectives, classroom rules, and the establishment of routines become part of a conditioning process that occurs repeatedly. This aligns with stimulus response theory, which states that behavior is formed through the relationship between a stimulus and a response that is consistently reinforced (Safaruddin, 2016). The more consistently a stimulus is provided, the greater the likelihood that the desired response will form and become established (Iversen, 2011).

The results of this study indicate that the application of a behaviorist approach in SKI instruction does not fully reflect the mechanistic nature of classical behaviorism. In practice, teachers do not merely rely on stimuli and reinforcement as tools for behavior control but also integrate them with Islamic values that emphasize exemplary conduct, responsibility, and moral awareness. This is evident in teachers’ efforts to connect the curriculum to daily life and to encourage students to reflect on their behavior.

Analytically, these findings indicate that the behaviorist approach within the context of Islamic education has undergone conceptual adaptation. Reinforcement functions not only as a means of reinforcing external behavior but also as a vehicle for the

internalization of values. Consequently, students' responses are no longer merely reactive to stimuli but increasingly involve deeper awareness and understanding of values. (Worowirastri Ekowali et al., 2025).

Consequently, the behaviorist approach in Islamic Studies education is best understood as a contextual approach that serves as an initial stage in behavior formation (initial conditioning), which is then reinforced through a gradual process of value internalization (Shofiyani et al., 2022). This indicates that behaviorism need not be viewed as a rigid approach but can be adapted to become part of a more holistic learning strategy in Islamic education.

Supporting and Hindering Factors in the Implementation of the Behaviorist Approach

The results of the study indicate that the success of implementing a behaviorist approach is influenced by interrelated supporting and inhibiting factors. The first supporting factor is the teacher's consistency in enforcing classroom rules. This consistency enables the formation of stable behavioral patterns, as repeated stimuli tend to produce consistent responses. From a behavioral perspective, the repetition of stimuli is key to the formation of behavioral habits. The second factor is the provision of positive reinforcement, such as praise, modeling, and learning reflections. This reinforcement serves not only as external motivation but also as a confirmation that certain behaviors are valued. The teacher's exemplary behavior serves as a concrete model that students can observe and emulate, thereby strengthening the behavioral learning process. Third is the relevance of SKI curriculum content to daily life. Presenting contextual material makes it easier for students to understand and internalize values, so that the resulting responses are not merely academic but also behavioral.

On the other hand, there are several inhibiting factors. First, the perception that SKI learning is boring poses a challenge in maintaining students' attention. Narrative-based material that lacks variety has the potential to reduce learning motivation if not balanced with engaging strategies. Second, differences in students' personalities and backgrounds affect the effectiveness of the behaviorist approach. The stimuli and reinforcements provided do not always elicit the same response, as student behavior is also influenced by external environments such as family and peer groups. Third, limited class time poses a challenge to the process of sustained reinforcement. The behavioral approach requires consistency and repetition, while class time is not always sufficient to ensure optimal internalization of behavior.

Analytically, these findings indicate that the behavioral approach is effective in shaping observable behaviors, such as discipline and engagement. (Shofiyani et al., 2022). However, this approach has limitations in addressing internal aspects of students, such as awareness, intention, and values. (Aqilah et al., 2024) This aligns with critiques of behaviorism, which tends to focus on external behavior.

Thus, in the context of SKI education, the behaviorist approach is best viewed as an initial stage in the formation of behavior (initial conditioning), which must then be supplemented by other approaches to ensure that the internalization of values occurs in a more profound and sustainable manner.

CONCLUSION

Based on the research findings, it can be concluded that the behaviorist approach in the teaching of Islamic Cultural History (SKI) is implemented through the conditioning of students' behavior by systematically utilizing stimuli, responses, and reinforcement. This implementation takes the form of academic stimuli, material stimuli, and psychological stimuli, as well as reinforcement through rewards and educational consequences that contribute to fostering students' discipline, engagement, and responsibility in learning. However, the findings of this study indicate that the behaviorist approach is not applied mechanistically as in classical theory but has been adapted through integration with Islamic values that emphasize exemplary behavior, habit formation, and reflection. This suggests that the learning process not only produces observable behavioral changes but also begins to foster the internalization of values within the students. Furthermore, the success of implementing this approach is influenced by supporting factors such as teacher consistency, the provision of positive reinforcement, and the relevance of the material to daily life, while inhibiting factors include students' perceptions of SKI learning, differences in character, and limited learning time. Thus, the behaviorist approach in the context of SKI education is best viewed as an initial stage in the development of learning behaviors, which must be supplemented by other approaches to ensure that the process of internalizing values can take place in a more profound and sustainable manner.

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