Application of Behavioristic Learning Theory in Learning "Ta'lim Afkar"
Class of Mutawassith D Fatimah Az Zahra Building

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ABSTRACT
Ta'lim Afkar is one of the book study programs that is required for all new students at Maulana Malik Ibrahim University Malang or commonly called Mahasantri Ma'had Sunan Ampel Al-Aly. This activity is very important and needs more attention because it adds insight and knowledge to students, especially in terms of behavior or manners and manners. Afkar Ta'lim learning uses behavioristic learning theory where the method uses lecture and discussion methods. As we know that this behavioristic theory is identical by providing stimulus or encouragement to organisms in order to obtain results, namely responses.In this article we will discuss about the application or implementation of behavioristic learning theory in the teaching of the class of students of the class of Muttawasith D mabna Fatimah az Zahra.

Keywords: behavioristic learning theory, learning, implementation.

1. INTRODUCTION

Mahad Sunan Ampel Al Aly is an Islamic educational institution under the auspices of the Maulana Malik Ibrahim State Islamic University of Malang. All new students are required to live in a dormitory (Mahad) for 2 semesters with the aim of creating a conducive atmosphere for educational development, shaping the character of students [1], spiritualitas [1] and improving the ability to read yellow books.

Ta'lim afkar is a scientific study conducted by ma'had sunan ampel al-aly [2], whose program must be followed by the ministry aiming for them to have good religious supplies. The program is run twice a week for two semesters and has been approved by the academic community. At the end of each semester, there is a test / evaluation of what is taught during the semester. The book studied in this year's text contains two books. the first book is at-tadzhib Dr. Mustafa Dieb Al bigha discusses issues of jurisprudence such as worship, mu'amallah, munakahat, or jinnah with reinforcements, the Qur'anic verses and the hadiths. and the second book is the book of qomi 'at-tughyan by Sheikh Muhammad nawawi bin umar al-bantani which contains the principles of faith. It is to be hoped that studying this book from the ma'had mahansantri has sufficient capital and strongholds of faith to withstand every distraction and challenge.

In the learning process the afkar ta'lim uses behavioristic theory where according to this theory learning is a change in behaviour [3]. Someone has been considered learning if able to show changes in behavior. Behavioristic view recognizes the importance of input or input in the form of stimulus, and output or output in the form of response [4],[5]. Behavioristic learning theory emphasizes its study on the formation of behavior based on the relationship between stimulus and response[6] that

is biased to be observed and does not correlate with consciousness or construct. Behavioristic learning theory is contrary to cognitive theory which suggests that the learning process is a mental process that is not observed in plain sight.

Behavioristic learning theory strongly emphasizes learning outcomes, namely the existence of changes in behavior that can be observed, measured and assessed concretely [7]. Learning outcomes are obtained from the process of strengthening the responses that arise to the learning environment, both internal and external [8][9]. Learning means strengthening ties, associations, traits, and tendencies to change behavior. Behavioristic learning theory in learning is an effort to shape the desired behavior. Behavioristic learning is often referred to as stimulus response learning [10]. Student behavior is reactions to the environment and all behavior is the result of learning. Behavioristic learning improves the quality of learning if it is reintroduced to learning in its application. Based on its components, this theory is relevant to use in learning today. The application of behavioristic learning theory is easy to find in school. This is because the ease of applying this theory to improve the quality of students.

2. MATERIALS AND METHODS

The research design used was a qualitative research method. Qualitative research methods, namely in this research method researchers use the perspective of the participants as a preferred picture in obtaining research results. In this research I will discuss about the application of behavioristic learning theory in the learning of the class of students of the class Muttawasith D mabna Fatimah az Zahra, where in this study I produce data in the form of words from the written and oral from reliable speakers. And according to the qualitative method itself, after gathering information then describing a phenomenon. Hopefully we can present this article well, not escape from various sources that we have obtained from reading, studying, and so forth.

3. RESULT & DISCUSSION

In the pesantren the yellow book is usually called the yellow book study. Pesantren and kuning is something that is attached [11]. Since it was first established the pesantren certainly can't be separated from the book because all the laws in Islam are usually studied in the yellow book [12]. It can also be said that without the study of the yellow book then an institution cannot be said to be a pesantren. The yellow book became a value system in the life of the pesantren. That is why the study of the yellow book is the number one characteristic of pesantren learning

The activity of ta'lim afkar which is carried out by mahasantri ma'had sunan ampel al-aly is an activity that

has a big influence on the formation of character [3] and character of mahasantrinya, because according to the availability of the number of mahasantri with a general high school background who choose to continue their studies at the university of maulana malik ibrahin malang through various channels, especially SNMPTN where the basic abilities of religion are very minimal.

Due to the different levels of understanding of mahasantri in this basic Islamic study, their class was divided into several groups so that the explanation of learning or the afkar study could be well received by mahasantri and the learning went according to the desires well and correctly. The study of the book of ta'lim afkar was bigabi into three groups namely:

a. The basic classes (low)

The basic class is a class for those who are less able to study afkar the book study groups. Usually most contain children from public schools who are not familiar with the study of the book.

b. Mutawasith class (middle)

The mutawasith class is a class for mahasantri who understand a little about the books so they are grouped in the mutawasit class. Usually contains a mixture of children from pesantren, pondok, MA, and high school.

c. Aly class (high)

The aly class is a mahasantri class that has a lot of knowledge about the study of the book, especially in the study of the qomi 'tughyan and the tadhzib. So as to facilitate and facilitate the implementation of the Afkar Ta'lim in Ma'had Sunan Ampel Al-aly.

Mu'allim each level usually uses different learning methods per level, here are the results based on my research:

a. In the lowest class or pliers, most of the implementation of the Afkar study group uses the classical model by first reading the lesson that was explained last week and translating it, then starting to enter the next material

b. In mutawasith or middle class classes, usually the mu'allim who teach this class use the lecture and discussion methods. Occasionally using lectures, explaining teachers and students translating, occasionally using discussion methods, adjusting themes and materials only.

c. In the al-aly class or the highest class, as we know that the mahasantri who are in this class already have a fairly good understanding of the book and they are also responsive. So the mu'allim who usually teach in this class need not be bothered in arranging the method. Becouse wants to use any method they are easy to understand.

Learning is an active process of students in developing their potential. Students acquire broader, deeper, and more advanced knowledge by modifying understanding of the initial concept of knowledge.

In the central learning model there are several learning models, namely:

a. Classical learning model

Classical learning is learning where at the same time and all children in the class follow the learning[13]. This learning model is the earliest model used in learning, with very limited learning tools, and less attention to individual children's interests. This learning is also classified as an efficient learning model.

b. Cooperative learning models

Cooperative learning is a learning strategy that involves the participation of students in one small group to interact with each other[14]. In this model students have two roles or responsibilities, they are learning for themselves and helping fellow group members to learn[15][16].

c. Model of learning based on problems

Problem based learning is an effective approach to teaching high-level thinking processes [17]. This learning helps students to process information already in their minds and compile their own knowledge about the social world and its surroundings [18]. This learning model is suitable or suitable for developing basic knowledge and complex knowledge.

In the study of the yellow book ta'lim afkar in this ma'had sunan ampel al-aly, most of the mu'allim and muallimat are the ustdz and ustdzh using two methods, namely:

a. Lecture learning method

The lecture method is a method of delivering oral teaching material. This method was chosen by many teachers because it tends to be easy to implement and does not require special tools and does not need to design children's learning activities. In teaching using this method there is a slight element of coercion. In this case the child is only required to listen, pay attention, and take notes without commenting important information from the teacher who is always considered right. Though in children there is a psychological mechanism that allows to reject besides receiving information from the teacher. The learning approach used in this study uses a spiral approach. That is the approach used to teach concepts [19].

b. Discussion learning methods

The discussion method is a way of presenting lessons, where students are faced with a problem that is usually a question or statement that is problematic to discuss and solve together [20]. The discussion method is a teaching method that is very closely related to learning to solve problems (problem solving).

Discussion technique is one of the teaching and learning techniques that a teacher does in school. In this discussion the teaching and learning process occurs, where the interaction between two or more individuals involved, exchanging experiences, exchanging information, exchanging opinions, solving problems, can all also be active, no one is active as a listener only.

In this method students are grouped and given one main problem to be solved together and can also conclude the results of the discussion. More clearly in this study students are asked to form groups and sit with their respective groups, to listen to the material delivered by the teacher. It is expected that students listen to their explanations well so they can answer the questions asked by the teacher. After finishing delivering the material the teacher gives time for students to ask questions about the material that was conveyed if there is something that is not understood or already. Then they enter the study group according to the discussion method applied and then the teacher gives a practice sheet to be discussed in groups.

The weaknesses and strengths of the discussion method are as follows [21]:

1) Weakness of the discussion method

a) Cannot be used in large groups

b) Talks sometimes diverge, so it requires a long time

c) Forum is controlled by people who are good at talking and dare to express their opinions

d) Participants get limited information

2) Strengths of the discussion method

a) Stimulate student creativity in the form of ideas, ideas, and new breakthroughs in solving a problem.

b) Develop an attitude of respecting the opinions of others

c) Broaden horizons

d) Fostering accustomed to deliberation to strengthen in solving a problem

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In the process of learning this Aflim is using behavioristic theory which according to this theory of learning is a change of behavior. A person is considered to be learning when he or she is capable of showing change in behavior. Behavioristic view recognizes the importance of stimulus input or input, and output or output in response. The theory of behavioristic learning emphasizes its study on the formation of behaviors that are based on the relationship between stimulus and observed bias and do not correlate with cognitive or constructive awareness. Behavioristic learning theory is contrary to cognitive theory which suggests that learning is a mental process that is not observable.

In the learning of the afkar ta'lim, an evaluation was also held. This evaluation is carried out to find out how effective the study of learning the book of the yellow book of afkar is. Some of the evaluations conducted by Ma'had are as follows:

a. Monthly deliberations

b. UTS (midterm examination)

c. UAS (final examination)

This evaluation phase is a very important stage after the ongoing study of the Afkar Ta'lim study. Because with the evaluation we can find out whether the implementation of the Afkar Ta'lim study activities is going as expected. Ie properly and correctly. In carrying out the evaluation, they are UTS (midterm) and UAS (final semester) wherein there is a written and oral test and also an action test.

The evaluation of non-written techniques, namely techniques or ways to measure changes in attitudes and growth of children after receiving or participating in the implementation of the study activities of the yellow book ta'lim afkar in ma'had sunan ampel al-aly. Usually the value is taken through observing the attitudes and behavior of daily mahasantri.With what I have explained

before, we can draw a red line that the learning of ta'lim afkar ma'had sunan ampel al-aly uses behavioristic theory. Why because in the learning process we have found the characteristics of this behavioristic theory namely:

First, this school studies human actions not from consciousness, but observes actions and behavior based on reality. The inner experiences are set aside and the movements of the body are studied. Therefore, behaviorism is a science of soul without soul.

Secondly, all actions are returned to reflexes. Behaviorism looks for the simplest elements of non-conscious actions called reflexes. Reflex is an unconscious reaction to an author. Humans are considered to be a complex reflex or a machine.

And third, behaviorism holds that at birth everyone is the same. According to education behaviorism is omnipotent, humans are only creatures that develop due to habits, and education can affect the reflexes of the heart's desires.

4. CONCLUSION

From what has been explained and explained and after conducting a theoretical study and data analysis based on findings regarding the application of behavioristic theory in the study of the book of the Quran afkar in Ma'had Sunan Ampel al-aly University Maulana Malik Ibrahim Malang, it can be concluded that in the study of the book This group of students is divided into 3 levels or groups or classes, namely:

a. The basic classes (low)

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AUTHORS' CONTRIBUTIONS

Each of the authors in this article has the task of making observations, making interview instruments, taking data, and writing down findings and discussions.

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