

BEHAVIORISTIC LEARNING THEORY AND STUDENT MOTIVATION: IMPLICATIONS FOR ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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ABSTRACT

The Covid-19 pandemic has profoundly impacted education in Indonesia, necessitating the adoption of distance learning strategies. This shift, initially prompted by the pandemic's spread, introduced challenges such as decreased student motivation, technical hurdles, and digital disparities. Drawing upon Behavioristic Learning Theory, which emphasizes stimulus-response dynamics and reinforcement, it becomes evident that student motivation is pivotal in the learning process. During the pandemic, online learning witnessed fluctuations in student motivation, initially marked by heightened interest but later dampened by challenges like poor internet connectivity. Moreover, the transition from face-to-face to online learning underscored the significance of external factors, including the learning environment and support systems, in shaping student motivation. Government initiatives to address these challenges included providing online platforms, internet quotas, and adjusting learning policies. While online learning proved effective during the pandemic, it also highlighted the need for innovative approaches to sustain student engagement and motivation. Factors like parental involvement, teacher creativity, and student interest emerged as crucial determinants of motivation. As education continues to evolve, there is a pressing need to adapt learning strategies to meet diverse student needs, whether through online, offline, or hybrid approaches. Fostering intrinsic motivation and creating supportive learning environments remain paramount for ensuring optimal learning outcomes amidst the challenges posed by the pandemic and beyond.

Keywords: behavioristic learning theory, student motivation, online learning, covid-19 pandemic

INTRODUCTION

The Covid-19 pandemic in Indonesia is a pandemic that is also ongoing throughout the world caused by the severe acute respiratory syndrome virus corona 2 (SARS-CoV-2). The first positive case of Covid-19 in Indonesia was detected on March 2, 2020. So that almost all sectors of life are affected, as well as in the field of education. As a result of the pandemic, all forms of activities outside the home must be done inside the home or called work from home, such as working from home, praying at home, and learning from home or distance learning.

Distance learning has been officially carried out since March 2020 in the DKI Jakarta area and then agreed with almost all regions of Indonesia in accordance with the rapid spread of Covid-19. This policy makes learning that was previously face-to-face carried out online or online. In Circular Letter No. 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of corona virus disease (covid 19), explaining that learning from home is carried out to provide a more meaningful learning experience for students without being burdened by the demands of completing all curriculum achievements for grade advancement and graduation. Then learning from home can be focused on life skills education, including the COVID-19 pandemic. However, this policy was protested by parents. They complain that studying at home via online is complicated and troublesome. In addition, the problem of data quota is also often echoed after online learning is carried out. Therefore, a number of telecommunications operators also provide assistance in the form of internet quotas to be able to access online learning platforms. The Ministry of Education and Culture also finally released internet quota assistance for online learning. The amount differs depending on the school level of each student.

The negative impact on students is losing enthusiasm for learning due to decreased motivation, decreased discipline, schoolwork responsibilities carried out by parents, and many other impacts. Then the government decided to hold a face-to-face learning system. This policy is effective from January 2021 which must meet the requirements in accordance with Circular No. 4 of 2021 concerning the Implementation of Face-to-Face Learning for the 2021/2022 Academic Year explaining the preparation, implementation, and monitoring that need to be considered in order to carry out face-to-face learning. The start of limited face-to-face learning gradually began to be carried out to improve the quality of learning, revive the spirit of learning, and also motivate students to be active and achieve.

Learning motivation plays an important role in achieving learning outcomes in accordance with the minimum graduation criteria (KKM) at school. Increased and decreased learning motivation can be caused by many factors, such as a buildup of tasks. After doing online learning, at the beginning of the implementation students have high motivation because they assume they do not need to come to school and will have more time. After a few months, this assumption turned out to be wrong. The number of tasks given by the teacher and the delay in completing the task, make students stressed so that learning motivation decreases. Motivation is a drive that a person has to do something. In the learning process, learning motivation can be analogous to fuel to drive a machine. Adequate learning motivation will encourage students to behave actively to achieve, but motivation that is too strong can actually negatively affect the effectiveness of learning efforts. Learning can be interpreted as a result of the interaction between stimulus and response. A person is considered to have learned something if he shows a change in his behavior. This is in accordance with behavioristic learning theory. Stimulus is anything that the teacher gives to the learner, while the response is in the form of a reaction or learner's response to the stimulus given by the teacher. This theory prioritizes measurement, which is an important thing to see whether or not the behavior change occurs. Another factor considered important by behaviorists is the reinforcement factor. The stronger the motivation to students, the more active and excited students will be. Based on this, this study aims to identify and provide an overview of student learning motivation during the pandemic according to behavioristic learning theory.

METHOD

This research uses a research method of reviewing literature from various previous journals related to stimulus, response, review, and looking for a theory that will be used as a reference source and a reference. In this type of literature review are national, international journals, books and previous references. In this writing using the descriptive content analysis method, which uses the method of analyzing the content of the object studied on the basis of a relevant source according to the title and suitable references and the author will understand the theory and interpret using his own words.

RESULTS AND DISCUSSION

Behavioristic Learning Theory

Behavioristic learning theory is a theory initiated by Gage and Berliner about behavior change as a result of experience. This theory developed into a school of learning psychology that influenced the direction of development of education and learning theory and practice known as the behavioristic school (Iswadi, 2014). Behavioristic theory with its stimulus-response relationship model considers learners who learn as passive individuals. Certain responses or behaviors using training or habituation methods alone. The emergence of behavior will be stronger when given reinforcement and will disappear when punished. Learning is the result of the interaction between stimulus and response (Slavin, 2018). A person is considered to have learned something if he can show a change in his behavior. Stimulus is anything that the teacher gives to the learner, while the response is in the form of a reaction or learner's response to the stimulus given by the teacher. This theory prioritizes measurement, because measurement is an important

thing to see whether or not the behavior changes occur. Another factor considered important by the behavioristic school is the reinforcement and punishment factors. A booster consists of a positive reinforcer and a negative reinforcer. The difference between positive and negative reinforcers: in positive reinforcers, students behave positively in order to obtain a pleasant stimulus; Whereas in negative boosters, students behave positively to avoid unpleasant stimuli.

The difference between negative reinforcers and punishment: Negative reinforcers are for developing expected behavior, while punishment is for eliminating unexpected behavior. Some of Skinner's Learning principles include: a) Learning outcomes must be immediately notified to students, if incorrectly corrected, if they are given reinforcement. b) The learning process must follow the rhythm of the learner. c) Subject matter, used module system. d) The learning process, no punishment is used. For that the environment needs to be changed, to avoid punishment. e) In the learning process, it is more important to own activities. f) Behaviors that educators want, are rewarded, and should be rewarded with the use of a variable schedule Reinforcer ratio. g) In learning used shaping.

There are several implications of behavior theory in learning, including: a) Learning views knowledge as objective, certain, fixed, unchanging. Knowledge has been neatly structured, so learning is the acquisition of knowledge, and teaching is transferring knowledge (transfer of knowledge) to the person who learns. b) Learners are considered passive objects that always need motivation and reinforcement from educators. c) Behavioristic theory in the learning process is felt to lack free space to create, experiment and develop their own abilities Students or people who learn must be faced with clear rules and set in advance strictly. d) Learning objectives according to behavioristic theory emphasize the addition of knowledge, while learning is a "mimetic" activity, which requires students to express the knowledge that has been learned in the form of reports, quizzes, or tests. e) Evaluation emphasizes passive response, separate skills, and usually uses paper and pencil tests. Dhori (2021) explained that behavioristic learning theory emphasizes the development of children's behavior. Training and repetition need to be carried out so that the student's behavior becomes his habit. While changes in student behavior lead to positive is well motivated in learning, very interactive and active, and strong memory. Based on these components, behavioristic theory is very accurately implemented in the current learning process. In the implementation of behavioristic learning theory is very easy to implement in the school environment.

Student Learning Motivation

According to Damin (2004) motivation is defined as a force, drive, need, spirit, pressure, or psychological mechanism that drives a person or group of people to achieve certain achievements according to what they want. Then Wuit (2001) said motivation is an internal condition or status (sometimes interpreted as needs, desires, or desires) that directs a person's behavior to actively act in order to achieve a goal. This explanation can be interpreted that motivation is an impulse to actively act to achieve the needs of an individual. In learning, motivational factors have an important influence that greatly determines the learning outcomes of students, in this case which makes behavior to work or study with full initiative, creative and directed. The higher the motivation to learn students, the higher the learning outcomes obtained, and vice versa. Motivation is divided into 2 types, namely intrinsic motivation that comes from within the individual and extrinsic motivation that comes from outside the individual such as family, friends, teachers, and so on. The results of Subakthiasih's research (2020) show that motivation to learn English from within students is higher than motivation from outside students. In contrast to this, Nguyen (2021) said that extrinsic barriers have more impact on motivation than intrinsic ones. So that extrinsic barriers have a high impact on student motivation and learning outcomes compared to traditional learning methods. Cahyani (2020) explained that learning motivation is the overall driving force located within students that raises the intention to carry out learning activities, so that the desired goals of the learning

subject can be achieved. The teacher's efforts to teach students who are required to be professional and have skills in an activity or work carried out are inseparable from function and usefulness.

Online Learning During the Covid-19 Pandemic

Cahyani (2020) interprets the online learning method as one of the electronic-based methods, carried out remotely and can make it easier for students to find various information needed to support their learning. In addition, this method also makes it easier for educators or teachers to find materials as complete as possible and packaged attractively. Then Prawiyogi et al (2020) Distance learning is learning with conditions where teachers and students do not meet face to face and do not gather together in one place regularly to receive direct learning. Online learning can also be a solution to the implementation of learning during this pandemic (Nengrum et al., 2021). Online learning is learning that utilizes the internet (network) with accessibility, connectivity, flexibility, and expertise in holding various types of interactions in learning (Sadikin & Hamidah, 2020). The explanation can be concluded that online learning is learning carried out online by distance or learning carried out by students wherever and whenever needed. Online learning requires adequate facilities and infrastructure, such as laptops, computers, smartphones and internet networks. This was explained by Wang (2020), e-learning or online learning can be done by students by interacting directly through learning content they find in various formats such as video, audio, documents, and so on. In addition, they can also choose to sort their own learning, directed, and evaluated with the help of a teacher. These interactions can occur within the inquiry community, using a variety of internet-based synchronous and asynchronous activities (video, audio, computer conferencing, chat, or cyber interaction). This synchronous and asynchronous online environment will develop social and collaborative skills, as well as personal relationships among learners. Then Handarini (2020) explained that online learning makes students more independent, because it emphasizes more on student centered. They are more courageous to put forward their opinions and ideas. And the government has also provided several platforms that students can use to learn. As a result of the discussion, the Minister decided to adjust learning policies during the Covid-19 pandemic (2020), many obstacles faced by teachers, parents, and children during distance learning, as follows: a) Teacher. Teachers have difficulty managing PES and tend to focus on completing the curriculum. Learning time is reduced so that teachers are unlikely to meet the load of teaching hours. Teachers have difficulty communicating with parents as partners at home Access to learning resources (either due to electricity or internet coverage problems), as well as funds for access. b) Parents. Not all parents are able to accompany children to study at home because there are other responsibilities (work, home affairs, etc.). Parents' difficulty in understanding lessons and motivating children when accompanying learning at home. Access to learning resources (either due to electricity or internet coverage problems), as well as funds for access. c) Learners. Students have difficulty concentrating on studying from home and complain about the severity of question assignments from teachers. Increased stress and boredom due to isolation which has the potential to cause anxiety and depression for children. Access to learning resources (either due to electricity or internet coverage problems), as well as funds for access.

The solutions provided in the Learning Policy Adjustment during the Covid-19 Pandemic (2020) are as follows: Guru Berbagi Program, Online Bimtek Series, Webinar Series, Free quota provision, BOS & BOP Relaxation, PAUD Teacher & Family Friends Room, Learning From Home" on TVRI, Learning on RRI Radio, Learning House and Cooperation with online learning platform providers. This is made clear by Malyana's (2020) research offline stands for "outside the network", in other words not connected from a computer network. For example, learning to use textbooks or handbooks, meeting directly, watching TVRI as a learning medium and students collecting their work in the form of photos or videos, because offline learning using media other than computer networks means not connected to computer networks.

In the Learning Policy Adjustment during the Covid-19 Pandemic (2020), it is explained that the continuity of teaching and learning that is not carried out in schools has the potential to have a prolonged

negative impact, as follows: a) The threat of dropping out of school. The child has to work. The risk of dropping out of school is because children are "forced" to work to help their families financially amid the COVID-19 pandemic crisis. Parents' perception. Many parents cannot see the role of schools in the teaching and learning process that is not carried out face-to-face. b) Decreased learning outcomes. Learning achievement gaps. Differences in access and quality during distance learning can result in learning achievement gaps, especially for children from different socio-economic backgrounds. Risk of learning loss. Classroom learning results in better academic achievement when compared to PES. c) Child abuse and external risks. Undetected violence. Without school, many children are trapped in home violence without being detected by teachers. External risks. When children no longer attend school, there is an increased risk for early marriage, exploitation of children, especially girls, and teenage pregnancy. Based on the results of research by Aurel, et al (2021), students who are easy to adjust because students already have previous online learning experience and systems that are effective enough to do during a pandemic, students who are still difficult to adjust due to obstacles such as limited network and internet quota, as well as difficulties in understanding lecture materials and have never had online study experience before. Pratama (2020) Every traveler sometimes has advantages and disadvantages, including online and offline learning during the Covid-19 pandemic, but from the online and offline learning systems, teachers are expected to be creative in educating students. So that learning success can be achieved properly or effectively. Another opinion for offline learning that has weaknesses is that it is constrained by slow internet and limited internet quota (Risdianto et al, 2020).

Another consequence of online learning according to Cahyani (2020) The COVID-19 outbreak requires every learning activity to be carried out online. This new situation that students have to face has an impact on student learning motivation that decreases during online learning. Based on the descriptive data obtained, external factors such as learning environment conditions and the right time to study have an influence on decreasing student learning motivation. Face-to-face learning was gradually limited during the Covid-19 pandemic to anticipate the negative consequences and issues of distance learning, the government implemented two new policies in adjusting learning policies during the Covid-19 Pandemic (2020), as follows: a) Expansion of face-to-face learning for the yellow zone. b) Emergency curriculum (under special conditions) according to students' learning needs. Learning and assessment modules are created to support the implementation of emergency curriculum (under special conditions). Lisna (2021) provides innovations in activities that can arouse students' enthusiasm for learning by holding a 1st rank competition with the results being quite good and acceptable to students. This competition activity also runs smoothly and conducive and by implementing physical distancing to inhibit or cut off the transmission of Covid-19. This activity can measure students' general knowledge and can prove that this activity can attract students' interest in learning because participants who attend activities at each level reach more than 50% of the total students.

Student Learning Motivation According to Behavioristic Learning Theory During the Covid-19 Pandemic

Behavioristic theory with its stimulus-response relationship model positions the learning person as a passive individual. Certain responses or behaviors using training or habituation methods alone. The emergence of behavior will be stronger when given reinforcement and will disappear when punished. So that with the provision of motivation as reinforcement, students will have high enthusiasm. During the Covid-19 pandemic, learning was carried out online and face-to-face learning was limited. Research by Handayani, et al (2021) shows that PAUD As-Shofa Tembilahan Hulu uses various approaches in online and offline learning during the pandemic which include: home visits, limited face-to-face learning, and learning from home, where each approach has differences in implementation. At the beginning of the online learning period, students feel interested and increase their learning motivation. But increasingly, students

feel bored and feel burdened with various obstacles faced such as slow internet constraints and limited internet quota (Risdianto et al, 2020). Gustiani (2020) added that students' motivation towards online learning is intrinsically more influenced by their ambition to learn new knowledge and pleasure in experiencing new learning, motivation or a state of lack of motivation also occurs due to poor external support facilities. Cahyani (2020) explained that the COVID-19 outbreak requires every learning activity to be carried out online. This new situation that students have to face has an impact on student learning motivation that decreases during online learning. Based on the descriptive data obtained, external factors such as learning environment conditions and the right time to study have an influence on decreasing student learning motivation. Then Septiadi (2021) said that online learning, learning media and motivation have a direct effect on physical education learning outcomes during the COVID-19 pandemic. Damanhuri (2020) During the COVID-19 pandemic, student learning motivation is very likely to decrease due to many factors, such as changes in the learning system that have so far changed face-to-face learning to online distance learning, weak internet networks, limited data packages to be able to access online learning activities and unavailability of internet networks. Ikhwan (2021) This research implies the need for more innovative learning designs for virtual language learning to further increase student motivation to learn English during the Covid-19 pandemic. Kusumaningrini (2021) said that the role of parents, teacher creativity, and interest in learning each have a positive effect on student learning motivation. The role of parents is the most influential variable. There is a decrease in learning motivation and other impacts that harm students, making the government redesign the learning strategy to be carried out. Until finally the government decided to hold limited face-to-face learning for areas that are already in green areas and other requirements.

CONCLUSION

The Covid-19 pandemic in Indonesia has significantly impacted various aspects of life, including education. The implementation of distance learning, initially necessitated by the pandemic, posed challenges for students, parents, and teachers alike. While online learning provided flexibility, it also brought forth issues such as decreased motivation, technical difficulties, and the digital divide. Drawing upon Behavioristic Learning Theory, which emphasizes the stimulus-response relationship and the role of reinforcement in shaping behavior, it becomes evident that student motivation plays a crucial role in the learning process. During the pandemic, online learning led to fluctuations in student motivation. Initially, there was a surge in interest, but over time, challenges such as poor internet connectivity and limited access to resources dampened motivation. Moreover, the transition from face-to-face to online learning highlighted the importance of external factors, such as the learning environment and support systems, in influencing student motivation. The government's efforts to address these challenges included providing online platforms, internet quotas, and adjusting learning policies. While online learning proved to be a viable solution during the pandemic, it also underscored the need for innovative approaches to maintain student engagement and motivation. Factors such as parental involvement, teacher creativity, and student interest emerged as key influencers of motivation. As the education landscape continues to evolve, there is a pressing need to adapt learning strategies to meet the diverse needs of students. Whether through online, offline, or hybrid approaches, fostering intrinsic motivation and creating supportive learning environments remain paramount for ensuring optimal learning outcomes amidst challenges posed by the pandemic and beyond.

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