IMPLEMENTATION OF THE BEHAVIORIST APPROACH TO CHARACTER FORMATION THROUGH PPKN AND P5 VALUES AT SDN GONDANGSARI 1 KLATEN

Muhammad Ghozy Alfarisy[1*], Aynin Mashfufah[2], Giri Prasetyo[3], Septiana Agustin[4], and Dwi Anggraeni Siwi[5]

[15] Universitas Veteran Bangun Nusantara, Sukoharjo, Indonesia
[2] Universitas Negri Malang, Malang, Indonesia
[3] SD N 3 Ringinputih, Klaten, Indonesia
[4] SDN Sumbersuko 1, Malang, Indonesia
E-mail: [1] ghozy281101@gmail.com*, [2] aynin.mashfufah.pasca@um.ac.id,
[3] giripras46@gmail.com, [4]septiana.agustin@gmail.com, [5]dwianggraenisiwi@univetbantara.ac.id

ABSTRACT

This study aims to examine the implementation of Pancasila and Civic Education (PPKn) values and the Pancasila Student Profile (P5) through a behaviorist approach in shaping the character of fifth-grade students at SDN Gondangsari 1 Klaten. A descriptive qualitative method was employed, utilizing observation, interviews, and documentation techniques. The findings reveal that consistent application of positive and negative reinforcement effectively shapes student behavior to become more disciplined, responsible, and active in learning activities. PPKn values and P5 dimensions such as collaboration, honesty, and independence were developed through habituation and direct reinforcement by the teacher. However, implementing this strategy requires flexibility, as not all students respond in the same manner. Therefore, the behaviorist strategy is proven effective when combined with a responsive approach tailored to students' needs. These findings are relevant for teachers, schools, and curriculum developers in fostering character education in elementary schools.
Keywords: *Behaviorism, Positive and Negative Reinforcement, Civic Education, P5, Character, Elementary School*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji implementasi nilai-nilai Pendidikan Pancasila dan Kewarganegaraan (PPKn) serta Profil Pelajar Pancasila (P5) melalui pendekatan behaviorisme dalam pembentukan karakter siswa kelas 5 SDN Gondangsari 1 Klaten. Penelitian menggunakan pendekatan kualitatif deskriptif, dengan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan penguatan positif dan negatif yang konsisten mampu membentuk perilaku siswa menjadi lebih disiplin, bertanggung jawab, dan aktif dalam kegiatan belajar. Nilai-nilai PPKn dan dimensi P5 seperti gotong royong, kejujuran, dan kemandirian berkembang melalui pembiasaan dan penguatan langsung oleh guru. Namun, implementasi strategi ini membutuhkan fleksibilitas karena tidak semua siswa merespons dengan cara yang sama. Dengan demikian, strategi behavioristik terbukti efektif jika dikombinasikan dengan pendekatan yang responsif terhadap kebutuhan siswa. Temuan ini relevan bagi guru, sekolah, dan pengembang kurikulum dalam membangun pendidikan karakter di sekolah dasar.
Kata kunci: *Behaviorisme, Penguatan Positif dan Negatif, PPKn, P5, Karakter, Sekolah Dasar.*

INTRODUCTION

The character formation of students in elementary schools is currently an important focus in the world of education, especially in the implementation of the values of Pancasila and Citizenship Education (PPKn) as well as the Project for Strengthening the Pancasila Student Profile (P5). However, in practice in the field, it is still often found that students do not show behavior that fully reflects these values. Based on the results of initial observations carried out in class 5 of SDN Gondangsari 1 Klaten, it was found that some students had not shown good character of discipline, responsibility and cooperation. For example, some students often disrupt the course of learning, lack order when working in groups, and do not have an awareness of responsibility for the tasks given.

This condition shows that the process of internalizing character values is still not optimal, even though the PPKn and P5 curriculum content has been implemented. If left unchecked, this problem can have a long-term impact on the formation of students' character and morals. Teachers as the spearhead of education are required to have learning strategies that are able to touch students' affective and psychomotor domains, not just cognitive aspects.

One approach that can be used to shape student behavior and character is behaviorism theory, especially through the concept of operant conditioning introduced by B.F. Skinner. This theory emphasizes that a person's behavior can be shaped and modified through the provision of stimulus, either in the form of positive reinforcement (reward) or negative reinforcement (punishment). (Gunawan & Karimah, 2022). Meanwhile, according to Thorndike, learning is the formation of connections between stimulus and response, known as connectionism. In this theory there are 3 laws, namely the law of effects, the law of practice, and the law of readiness. According to the law of effect, when a stimulus-response connection is given a positive reward, the connection is strengthened, whereas when it is given a negative reward, the connection is weakened. According to the law of training, when the stimulus is practiced more strongly, the response will be stronger, whereas if the stimulus is rarely practiced, the response will be weaker (Abidin, 2022; Apriyanto et al., 2025). As for the law of readiness, the structure of the nervous system and certain connection units influence behavior more. In the elementary school context, reinforcement can be given through praise, symbolic rewards, or additional assignments as a form of logical consequence. This process is very appropriate to the cognitive development of elementary school students who still predominantly learn through concrete experience and repetition.

In theory, the application of behaviorist theory in Civics learning has also been recognized by (Murtado & Akram, 2025) that Pancasila and Citizenship Education has a positive impact on the formation of student behavior, especially in the aspects of discipline, responsibility and active participation in class. By implementing reinforcement strategies in the form of simple rewards such as praise, stickers or

applause, students show increased enthusiasm in participating in the learning process. However, findings in the field also show that the positive behavior formed through this approach is still superficial and not fully accompanied by a deep understanding of Pancasila values. Some students tend to behave well because they expect rewards, not because of personal awareness. Therefore, even though behaviorist theory has proven effective as a foundation in forming good habits, learning Pancasila requires a more holistic approach by integrating reflective methods and value dialogue, so that students not only know what is right, but are also able to understand and believe in the moral reasons behind it. This combinative approach is believed to be able to encourage the internalization of Pancasila values in a complete and sustainable manner in students' lives, both inside and outside the school environment.

The application of behaviorism theory in learning PPKn and P5 values can accelerate character formation because these values are instilled gradually through continuous habituation. This is confirmed by research (Damayanti et al., 2021) which found that elementary school students showed a positive response to reinforcement provided by teachers. They are more motivated to show honesty, discipline and responsibility when given rewards for these actions.

At SDN Gondangsari 1 Klaten, this approach has begun to be implemented by the grade 5 teacher, namely Mrs. Isroni Nafiah. Based on the results of the interview, he consistently uses reward and punishment methods in order to instill PPKn and P5 values. When students show good behavior, such as daring to express an opinion, being honest when answering, or helping a friend, they are given verbal praise or appreciation such as a thumbs up or applause. On the other hand, students who break the rules are given a light warning or moved their seats as a form of negative reinforcement. This strategy has been proven to start changing students' habits to become more positive, disciplined and responsible.

However, the implementation of the behavioristic approach does not always run smoothly. Teachers face challenges such as differences in student characters, including the existence of students who are not very responsive to reinforcement. Some students show indifferent behavior towards rewards and punishment, which shows that reinforcement cannot be applied uniformly. This condition shows that behavioristic strategies must be adapted to the individual characteristics of students. (Muktar, 2019) stated that in practice, the behaviorist approach still requires teachers' pedagogical sensitivity to adapt the form of stimulus provided to the students' psychological and social conditions.

In addition, in implementing P5, teachers are faced with the challenge of linking these values into concrete projects that are contextual and touch students' lives. This is where behaviorism can be a helpful tool, because students who are actively involved in projects such as mutual cooperation, group work, or service in the school environment,

will more easily understand and apply the expected values, especially if their actions are given direct appreciation or reinforcement. The application of reinforcement during P5, such as giving awards to students who work together most actively or who show independence, directly strengthens character values in students' daily lives.

Study (Novitasari & Abduh, 2022) also shows that the implementation of behaviorist theory is very helpful in shaping the character of elementary school students, especially in the aspects of discipline, responsibility and cooperation. They concluded that habituating positive behavior with consistent reinforcement will shape students' character slowly but continuously.

The fundamental problem of students' undeveloped character, such as discipline and responsibility, is not simply due to students' low abilities, but rather due to a lack of stimulus that supports the formation of these characters. On the other hand, when students begin to get used to being given consequences for their behavior, both positive and negative, the process of internalizing PPKn and P5 values becomes more concrete and meaningful. This is in accordance with the results of a study by (Fauziah, 2023) who found that character formation is more effective when it is linked to direct learning processes and the application of real actions in the classroom.

As a solution, teachers need to develop a systematic and consistent reinforcement system, as well as carry out regular reflection to adapt the approach to class dynamics. Teachers can also collaborate with parents to expand the reach of strengthening to the home environment, so that the character building process is not only limited to school.

By paying attention to the problems above, it is important to carry out in-depth research that focuses on how the application of PPKn and P5 values through a behavioristic approach can shape the character of elementary school students. This research is not only theoretically important for enriching the body of character education studies, but also practically as a guide for teachers in designing learning strategies based on behavior reinforcement.

This research was conducted in class 5 of SDN Gondangsari 1 Klaten on the grounds that this class was actively implementing the P5 program and had implemented a reinforcement system in learning. With a qualitative descriptive approach and observation and interview techniques, it is hoped that this research can provide a concrete picture of the effectiveness of behavioristic strategies in internalizing character values in PPKn and P5 learning. Thus, it is hoped that the results of this research can be used as a reference in designing behavioristic-based character learning models in other elementary schools in Indonesia.

The aim of this research is to describe how the behaviorist approach is applied by teachers in internalizing PPKn and P5 values to grade 5 students at SDN Gondangsari 1 Klaten, as well as identifying character changes that emerge as a result of implementing these strategies.

RESEARCH METHODS

1. Types and Research Approaches

This research uses a qualitative approach with descriptive research type. Qualitative research was chosen because it aims to understand the meaning of social phenomena in depth, with the researcher as the main instrument (John W. Creswell, 2023). A descriptive design was chosen to describe in detail the process of implementing the behaviorist approach in learning PPKn and P5 values and its impact on the character formation of grade 5 students at SDN Gondangsari 1 Klaten.

This research does not focus on quantitative hypothesis testing, but rather on exploring phenomena and understanding real contexts in the field. Therefore, this approach is considered the most suitable for uncovering the dynamics of the application of positive and negative reinforcement in shaping student behavior and character, as applied by classroom teachers.

2. Location and Time of Research

The research was carried out at SD Negeri Gondangsari 1, which is located in Juwiring District, Klaten Regency, Central Java Province. This school was chosen because it has implemented the Merdeka Curriculum, including the Project for Strengthening the Pancasila Student Profile (P5), and is actively implementing PPKn value learning in grade 5. The research was conducted in May 2024, for two weeks, including class observation activities, teacher interviews, and supporting documentation.

3. Research Subjects

The subjects in this research were the 5th grade teacher, namely Mrs. Isroni Nafiah, and all the 5th grade students of SDN 1 Gondangsari, totaling 12 people. The teacher was chosen as the main subject because he has a central role in implementing learning strategies and strengthening behavior. Meanwhile, students are the focus of observation in the context of acceptance, response and changes in behavior towards the strategies implemented by the teacher.

Subject selection was carried out using purposive sampling, namely selection based on certain criteria that were in accordance with research needs (Michael Quinn Patton, 2002). These criteria include: (1) teachers who actively apply a reinforcement approach to learning; (2) students who are part of the character values habituation process through PPKn and P5; and (3) schools that implement the Independent Curriculum consistently.

4. Data Collection Techniques

To obtain accurate and in-depth data, the following data collection techniques were used:

a. Observation

The researcher made direct observations of the learning process in class 5. Observations were carried out in a participatory manner using observation sheets that recorded teacher and student interactions, the use of positive and negative reinforcement, and student behavior during teaching and learning activities. This technique aims to determine the real form of application of behaviorist theory in learning character values (Miles et al., 2014).

b. Interview

Researchers conducted in-depth interviews with the 5th grade teacher, Mrs. Isroni Nafiah. The interviews used a semi-structured format to be flexible, but still focused on the topics of strengthening behavior, integrating PPKn and P5 values, as well as the challenges faced by teachers. This interview also serves to explore the teacher's perception of the effectiveness of the behavioristic approach in shaping student character.

c. Documentation

Documents collected include: Photos of research subjects, photos during learning, photos of interviews, as well as evaluation results or teacher notes on student behavior. This documentation is used as supporting evidence that the strengthening strategy is implemented in a real and structured manner.

5. Data Analysis Techniques

Data obtained from observation, interviews and documentation were analyzed using the Miles & Huberman interactive model (Miles et al., 2014), which consists of three stages:
a. Data reduction: Researchers filter, summarize, and select relevant data.
b. Data presentation: The reduced data is arranged systematically in the form of narratives, tables and interview quotations.
c. Drawing conclusions and verification: Conclusions are made based on patterns and meanings that emerge from the data. This conclusion continues to be verified through cross-comparison between data.

6. Data Validity Test

To maintain the credibility of the data, triangulation techniques are used, namely:

a. Engineering triangulation: Uses a combination of observation, interviews, and documentation to confirm the accuracy of the information.
b. Source triangulation: Obtain information from more than one source, namely teachers and learning documents, as well as observations of students.
c. Member check: Provide interim analysis results back to interviewed teachers to ensure accuracy of interpretation (John W. Creswell, 2023; Taylor, Steven J., Robert Bogdan, 2015).

RESULTS AND DISCUSSION

This research was conducted at SDN Gondangsari 1, Juwiring District, Klaten Regency, Central Java. This school actively implements the Independent Curriculum and has carried out the Strengthening Pancasila Student Profile (P5) Project activities regularly. Class 5, which is the focus of this research, is taught by Mrs. Isroni Nafiah, S.Pd. as homeroom teacher and main teacher for most subjects, including Pancasila and Citizenship Education (PPKn) and IPAS.

The number of students in class 5 is 12 people, consisting of 4 male students and 8 female students. Observations were carried out for two weeks in May 2024, then a week in June, covering direct interactions during learning, student reflection activities, as well as documentation of teaching and learning, student behavior and student responses to the reinforcement applied.

Figure 1. Research subjects, namely grade 5 students and grade 5 teachers at SDN Gondangsari.

1. Observation Results Before Implementing the Behavioristic Approach

Before the systematic implementation of positive and negative reinforcement, classroom conditions tended to be less controlled. Based on the first observation on May 13 2024, it was found that some students often played alone, talked to friends outside the context of the lesson, and disrupted the learning process. For example, students like Mas Pian and Mas Dapah were reprimanded several times for playing or disturbing their friends when Mrs. Isroni was explaining the layers of the atmosphere in a science lesson.

The teacher has tried to reprimand him verbally, but the behavior still reappears. This shows that the stimulus provided is not strong enough or consistent, so that the expected behavioral habits have not yet been formed. This condition supports the findings (Fauziah, 2023) that learning character values without consistent reinforcement will tend to be verbalistic and will not leave an impression on student behavior.

This is confirmed by the findings (Fidienillah, 2024) which explains that the irregularity of student behavior at the beginning of learning is caused by a lack of consistent character strengthening routines.

Figure 2. Condition of grade 5 students at SDN Gondangsari before the implementation of behaviorism.

1. Reinforcement Strategies Implemented by the Teacher

After initial observations and discussions about the trials of applying Behaviorism. Is's teacher began to apply a structured behavioristic approach, with a combination of positive and negative reinforcement:

1.1.   Positive reinforcement

Positive reinforcement is applied in the form of verbal praise, thumbs up, collective applause, and individual challenges. For example, when students answered a question correctly, Mrs. Isroni responded, "Wow, your group is really good!" or "Great, you're honest!". This form provides a stimulus that encourages students to repeat positive behavior. According to (Gunawan & Karimah, 2022), Positive reinforcement will strengthen the association between good actions and pleasant consequences, so that students are encouraged to repeat the behavior. (Pratiwi, 2023) in his research, he found that verbal and non-verbal rewards at Uswatun Hasanah Elementary School succeeded in increasing student discipline and activeness.

Positive reinforcement through rewards such as applause or praise in Civics subjects has proven to be effective in increasing motivation, as confirmed (Widiastuti et al., 2025). Meanwhile (Toefur et al., 2022) also emphasized that the implementation of rewards and punishments in the learning process can build students' disciplined and responsible character.

1.1.   Negative reinforcement

When students show disruptive behavior, the teacher applies negative reinforcement in the form of verbal warnings, transferring seats, and asking students to come forward to answer questions. In some cases, students' toys are temporarily stored as a logical consequence. This is not a form of physical punishment, but a stimulus that produces a mild social and psychological deterrent effect. This strategy is in accordance with B.F.'s principles of operant conditioning. Skinner (in Muktar, 2019), that undesirable behavior will decrease if it is followed by unpleasant but controlled consequences.

According to (Anggraini et al., 2019), the impact of using social punishment on elementary school students shows a significant reduction in deviant behavior, because children will think again about behaving deviantly in class. The gradual application of reprimands to seat transfers supports behavioristic strategies, as explained by (Kiki Melita Andriani et al., 2022) which emphasizes the importance of progressive punishment in forming disciplinary behavior.

Figure 3. Teacher Is begins to apply positive reinforcement "Thumbs Up" to her students in class 5. Applying the punishment "Confiscate toys and move forward" to students who are annoying in class.

Student Responses to the Behaviorist Approach

After one week of consistent application of positive and negative reinforcement, there was a significant change in behavior in the classroom. During the observation on May 27 2024, the classroom atmosphere seemed more orderly. Students participate in learning enthusiastically, answer the teacher's questions, and no longer bother their friends as before. In the water cycle learning session, students were seen actively asking, answering, and working on LKPD independently and in groups.

One form of change that stands out is the increase in student participation in expressing opinions and the courage to try. Students' positive responses to reinforcement were also observed by (Harahap & Suyadir., 2020), which states that providing positive stimuli can improve students' learning motivation and social behavior. Even students who were previously passive began to show courage to appear in front of the class. When given applause from friends or a thumbs up from the teacher, they seemed to smile with satisfaction. This shows that simple forms of reward can be a powerful stimulus for elementary school students.

According to (Damayanti et al., 2021), Elementary school students are very sensitive to forms of social appreciation such as praise and recognition in front of their friends. By providing continuous reinforcement, students will experience the process of internalizing character values in a real context. Students' positive responses to reinforcement are reflected in research (Aji Budiarso, 2023), who found that consistent rewards and punishment increase discipline and motivation to learn.

Figure 4. Class 5 students who scrambled to answer to be given "praise" increased significantly.

1. Development of PPKn and P5 Values in Class

Civics values such as discipline, responsibility, honesty and tolerance are starting to be actualized in students' daily habits. Teachers actively instill these values not only through theoretical Civics lessons, but also through project activities and behavioral reinforcement during science learning and other activities.

One important dimension in a well-developed P5 is mutual cooperation. In group work, the teacher guides students to help each other and share tasks. If there are students who are dominant or passive, the teacher immediately reprimands and provides reinforcement so that the roles in the group become balanced. This is in line with P5 dimensions such as "mutual cooperation" and "global diversity" which emphasize cooperation and respect for others. According to Hakim and Astuti (2024), implementing P5 through the habituation of character values such as mutual cooperation and responsibility, especially teachers as role models, has been proven to increase student discipline and tolerance during teaching and learning activities.

Apart from that, the value of honesty is also fostered through reinforcement. When students admit that they have not done their assignments, the teacher does not punish them harshly, but praises them for their honesty. This makes students feel that telling the truth is more appreciated than covering up mistakes. According to (Novitasari & Abduh, 2022), reinforcement of honest behavior is more effective than a punitive approach, because it encourages internal awareness rather than fear. The cultivation of these values is in accordance with PPKn principles which emphasize an attitude of responsibility, as well as with the second and fifth principles of Pancasila.

Figure 5. Grade 5 students who are increasingly motivated to picket with teacher Isroni. Giving a 'Reward in the form of a Thumb Clap' which the Is teacher and grade 5 children can carry out.

1. Teacher Reflections and Implementation Challenges

In a follow-up interview, Mrs. Isroni acknowledged that not all students responded to reinforcement in the same way. Some students continue to show indifferent behavior, not even affected by mild rewards or punishment. In cases like this, a behavioristic approach must be combined with an affective approach and an understanding of the student's background.

Another challenge is character diversity, including the presence of students with special needs (ABK) in the class. Teachers must adjust the form of stimulus provided so that it remains fair but effective. This strengthens the findings (Syawaludin & Marmoah, 2018) that the behaviorist approach requires flexibility to deal with individual differences.

However, in general, Teacher Is stated that the combination of reward, punishment and reflection was effective in forming students' character slowly but continuously. Students who were previously disorderly are now starting to realize that every action has consequences. This awareness is the initial form of authentic character formation. As for research (Kurniawati, 2021) shows that the gradual reward and punishment method can increase discipline by up to 72% in the second cycle, and teachers need to reflect on the effectiveness of this method.

The results of this research are in line with a number of previous studies which state that the behavioristic approach is effective in shaping the character of elementary school students. Study (Damayanti et al., 2021) shows that reward and punishment can accelerate the internalization of character values such as discipline and honesty if done gradually and consistently.

Apart from that, these findings are also in line with (Novitasari & Abduh, 2022) which reveals that habituation through reinforcement can encourage students to form good habits. In the context of SDN Gondangsari 1, simple rewards such as a thumbs up

or verbal recognition in front of the class are positive triggers for students to maintain their good attitude. (Fauziah, 2023) also emphasized the importance of strengthening in Civics learning, because values such as responsibility, honesty and mutual cooperation are not enough to just be taught through text, but must be applied and strengthened through real activities in the classroom. This can be seen in the P5 project activities, where teachers are able to instill Pancasila values through the habit of cooperation and deliberation.

However, this research also found that the behaviorist approach cannot apply uniformly to all students. Teachers must be able to read students' psychological needs and take a personal approach. This is in line with what was expressed by (Syawaludin & Marmoah, 2018), that behavioristic strategies must be combined with an inclusive pedagogical approach to deal with differences in student characters, including students with special needs.

From all the results of observations, interviews and documentation, it can be concluded that the behavioristic approach through positive and negative reinforcement is able to shape the character of grade 5 students at SDN Gondangsari 1 gradually and significantly. Students show an increase in discipline, cooperation, responsibility and honesty, both in Civics learning and P5 activities.

The implementation of reinforcement by teachers, such as praise, applause, and logical consequences for breaking rules, is a concrete form of applying behaviorism theory in character learning. With consistent and reflective strategies, teachers are able to create a conducive and enjoyable learning environment, while at the same time instilling Pancasila values in a real way.

These findings emphasize that character formation is not an instant process, but requires repetition, reinforcement and example. A behavioristic approach, if combined with an understanding of PPKn and P5 values, can be an effective strategy in character education at the elementary school level.

CONCLUSION

This research concluded that the application of a behavioristic approach in learning in class 5 of SDN Gondangsari 1 Klaten was proven to be able to shape students' character through positive and negative reinforcement carried out consistently by the teacher. Strategies such as giving praise, light social punishment, and habituating good behavior have succeeded in fostering discipline, responsibility, and an attitude of mutual cooperation in students.

In addition, PPKn values and the dimensions of the Pancasila Student Profile (P5) can be effectively internalized through this approach, especially because they are in line with the characteristics of elementary school students who are responsive to reinforcement. Behaviorism is a relevant and applicable approach in the context of

character strengthening at the basic education level. The application of positive reinforcement such as verbal praise, collective applause, giving challenges, as well as negative reinforcement such as light reprimands, moving seats, or additional assignments, becomes a real stimulus that is able to shape student behavior to be more orderly, disciplined, responsible, and brave enough to appear. These results show that behaviorist theory, especially through the principles of operant conditioning from B.F. Skinner, is able to support character formation in elementary schools if applied consistently and adapted to class conditions.

Civics values such as honesty, responsibility, mutual cooperation and deliberation become evident in students' daily habits. Likewise, the P5 dimensions, such as mutual cooperation, independence, and critical reasoning, develop through class projects and group work. All of this is strengthened through habituation and reinforcement, not just conveyed theoretically. Teachers play an important role as facilitators and reinforcers of student behavior, as well as contextual guides to character values

However, the behaviorist approach cannot be applied uniformly to all students. Flexibility is needed in the form and intensity of reinforcement that is adapted to the student's background, including students with special needs (ABK). The role of a reflective and adaptive teacher is key to the success of this approach. Thus, this research confirms that the application of PPKn and P5 values through behavioristic strategies can be an effective alternative for shaping the character of elementary school students in the context of daily learning, especially in the implementation of the Independent Curriculum.

Teachers are advised to apply positive and negative reinforcement strategies consistently in building students' character, taking into account the context and varied forms of reinforcement. Schools need to support this through training, learning media, and collaboration with parents. Future researchers can expand the scope of the study to different levels and school settings, as well as examine the integration of behaviorism with other approaches. The government is expected to encourage pedagogical flexibility in the Independent Curriculum, including providing practical guidance for implementing behavioristic strategies.

REFERENCE

Abidin, A. M. (2022). Penerapan Teori Belajar Behaviorisme Dalam Pembelajaran (Studi Pada Anak). *An-Nisa*, *15*(1), 1–8. https://doi.org/10.30863/an.v15i1.3315

Aji Budiarso. (2023). Efektivitas Penggunaan Reward Dan Punishment Untuk Meningkatkan Keberhasilan Pendidikan Karakter Di Sekolah Dasar. *Education : Jurnal Sosial Humaniora Dan Pendidikan*, *3*(1), 52–64. https://doi.org/10.51903/education.v3i1.289

Anggraini, S., Siswanto, J., & Sukamto. (2019). Analisis Dampak Pemberian Reward And

Punishment Bagi Siswa SD Negeri Kaliwiru Semarang. *Jurnal Mimbar PGSD Undiksha*, *7*(3), 221–229.

Apriyanto, A., Megantara, T., & Putra, J. A. (2025). *PEMBELAJARAN PKN DI SEKOLAH DASAR CHALLENGES IN APPLYING BEHAVIORISM THEORY IN CIVICS*. 12533–12538.

Damayanti, E., Siraj, A., Rosmini, & Ramli. (2021). Behavioristik dalam Pembelajaran: Tinjauan Pendidkan Islam Behavioristic in Leraning: A View of Islamic Education. *Journal of Islamic Education*, *3*(1), 121–133.

Fauziah, A. Z. (2023). Implementasi Pembelajaran PKN dalam Pembentukan Karakter Siswa Sekolah Dasar. *Edukasi Tematik: Jurnal Pendidikan Sekolah Dasar*, *4*(1), 19–24. https://doi.org/10.59632/edukasitematik.v4i1.241

Fidienillah, F. F. (2024). PENERAPAN TEORI BELAJAR BEHAVIORISTIK UNTUK MEMBENTUK KARAKTER DISIPLIN SISWA SEKOLAH DASAR. *Journal Education and Government Wiyata*, *2*(1), 1–8. https://doi.org/10.71128/e-gov.v2i1.42

Gunawan, P., & Karimah, R. S. (2022). Memahami Teori Belajar Behavioristik Dan Implementasi Dalam Pembelajaran. *Jurnal Ilmiah Pendidikan Agama Islam*, *2*, 90–99.

Harahap, Z. M. R., & Suyadir. (2020). Pengembangan Pendidikan Karakter Melalui Pendekatan Behaviorisme Berbasis Neurosains di SD Muhammadiyah Purbayan. *Psikoislamedia: Jurnal Psikologi*, *5*(1), 100–111. https://doi.org/https://doi.org/10.22373/psikoislamedia.v5i1.6199

John W. Creswell. (2023). RESEARCH DESIGN "Qualitative, Quantitative and Mixed Methods" Approaches 2nd-ed. *Sage Publications, Inc.*, *Internatio*(2(2)), 1–26. https://doi.org/10.7591/9781501721144-016

Kiki Melita Andriani, Maemonah, & Rz. Ricky Satria Wiranata. (2022). Penerapan Teori Belajar Behavioristik B. F. Skinner dalam Pembelajaran : Studi Analisis Terhadap Artikel Jurnal Terindeks Sinta Tahun 2014 - 2020. *SALIHA: Jurnal Pendidikan & Agama Islam*, *5*(1), 78–91. https://doi.org/10.54396/saliha.v5i1.263

Kurniawati, K. (2021). Peningkatan kedisiplinan melalui metode reward and punishment pada Siswa Kelas 2 SDN Keputran. *Foundasia*, *12*(1), 9–19. https://doi.org/10.21831/foundasia.v12i1.38913

Michael Quinn Patton. (2002). Qualitative Research and Evaluation Methods (3rd ed.). In C. D. Laughton (Ed.), *Sage Publications, Inc.* (3rd ed., Vol. 1, Issue 3). Sage Publications, Incs. https://doi.org/10.1177/1035719X0300300213

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Research Methods. *Qualitative Data Analysis A Methods Sourcebook 3rd-Ed*, 109–118. https://doi.org/10.4324/9781003444718-9

Muktar, M. (2019). Pendidikan Behavioristik dan Aktualisasinya. *Tabyin: Jurnal Pendidikan Islam*, *1*(1), 14–30. https://doi.org/10.52166/tabyin.v1i1.4

Murtado, M., & Akram, F. I. (2025). Jurnal Penelitian Nusantara Penerapan Teori

Behaviorisme Dalam Pembelajaran Pancasila Di SDN 1 Tanjung Rusia. *Jurnal Penelitian Nusantara*, *1*(2024), 246–249. https://padangjurnal.web.id/index.php/menulis/article/view/261

Novitasari, D. W., & Abduh, M. (2022). Upaya Guru dalam Melatih Karakter Disiplin Siswa Sekolah Dasar Berbasis Teori Behaviorisme. *Jurnal Basicedu*, *6*(4), 6373–6378. https://doi.org/10.31004/basicedu.v6i4.3261

Pratiwi, K. S. (2023). Penerapan Reward dan Punishmen pada Proses Pembelajaran dalam Penguatan Karakter Disiplin di Sekolah Dasar. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *9*(2), 3582–3591. https://doi.org/10.36989/didaktik.v9i2.1042

Syawaludin, A., & Marmoah, S. (2018). Reward and Punishment in the Perspective of Behaviorism Learning Theory and Its Implementation in Elementary School. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, *1*(1), 18–23. https://doi.org/10.20961/shes.v1i1.23614

Taylor, Steven J., Robert Bogdan, M. L. D. (2015). *Introduction to "Qualitative Research Methods" A Guidebook and Research* (R. Bogdan (ed.); 4th ed.). John Wiley & Sons.

Toefur, T., Eliyanto, E., & Wiyono, S. (2022). Penerapan Reward dan Punishment dalam Pendidikan Karater di Sekolah Dasar. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, *6*(2), 339. https://doi.org/10.20961/jdc.v6i2.62247

Widiastuti, H. D. P., Trisiana, A., & Farida Sari, A. (2025). PENGUATAN KARAKTER TANGGUNG JAWAB PADA MATA PELAJARAN PPKN MELALUI PROYEK PROFIL PELAJAR PANCASILA SIWA KELAS VII SMPN 18 SURAKARTA TAHUN PELAJARAN 2024/2025. *Jurnal Global Citizen, Jurnal Ilmiah Kajian Pendidikan Kewargaegaraan*, *14*(1), 29–42. https://doi.org/https://doi.org/10.33061/jgz.v14i1.12229