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## IMPLEMENTATION OF SKINNER'S OPERANT CONDITIONING THEORY IN THE LEARNING PROCESS IN CLASS V OF MUHAMMADIYAH BIAK PRIMARY SCHOOL

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### ABSTRACT

This study examines the application of Burrhus Frederic Skinner's Operant Conditioning theory in shaping the personalities of students in Grade V of Muhammadiyah Biak Elementary School. This theory emphasises the importance of positive and negative reinforcement to encourage desired behaviour, but its application in this school is still intuitive and inconsistent. Positive reinforcement through verbal praise has proven effective in increasing student participation, although some students prefer concrete reinforcement such as stickers or physical rewards. Negative reinforcement, such as exemption from tasks, is rarely applied systematically, while positive punishment through verbal reprimands is often ineffective, especially for sensitive students. This study found that the formation of student discipline and responsibility is beginning to be seen, but its effectiveness is hampered by the lack of a consistent and structured reinforcement system. Therefore, further efforts are needed to create a more structured, consistent, and tailored reward and punishment system to strengthen the formation of desired behaviour in the long term.

**Keywords:** Operant Conditioning, Positive and Negative Reinforcement, Student Personality Formation

### ABSTRAK

Penelitian ini mengkaji penerapan teori Operant Conditioning oleh Burrhus Frederic Skinner dalam pembentukan kepribadian siswa di kelas V SD Muhammadiyah Biak. Teori ini menekankan pentingnya penguatan positif dan negatif untuk mendorong perilaku yang diinginkan, namun penerapannya di sekolah ini masih bersifat intuitif dan tidak konsisten. Penguatan positif melalui pujian verbal terbukti efektif dalam meningkatkan partisipasi siswa, meskipun beberapa siswa lebih memilih penguatan konkret seperti stiker atau reward fisik. Penguatan negatif, seperti pembebasan tugas, jarang diterapkan secara sistematis, sementara punishment positif melalui teguran verbal sering kali tidak efektif, terutama bagi siswa yang sensitif. Penelitian ini menemukan bahwa pembentukan disiplin dan tanggung jawab siswa mulai terlihat, namun efektivitasnya terganggu oleh kurangnya sistem penguatan yang konsisten dan terstruktur. Oleh karena itu, dibutuhkan upaya lebih lanjut untuk menciptakan sistem reward dan punishment yang lebih terstruktur, konsisten, dan disesuaikan dengan karakter siswa, guna memperkuat pembentukan perilaku yang diinginkan dalam jangka panjang.

**Kata Kunci:** Operant Conditioning, Penguatan Positif dan Negatif, Pembentukan Kepribadian Siswa

### INTRODUCTION

Education is one of the main pillars in shaping students' personalities and characters. In this context, the development of students' personalities is an important focus that must be

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considered by educational institutions. One theory that is relevant to supporting the formation of students' personalities is the *Operant Conditioning* Theory proposed by Burrhus Frederic Skinner. This theory emphasises the importance of positive and negative *reinforcement* in the learning process to encourage desired behaviour. This is relevant to the role of teachers as educators who not only teach knowledge but also shape students' attitudes, character, and personality<sup>1</sup>.

The formation of a strong and moral personality in accordance with religious values is also an integral part of education in Islamic-based schools, such as Muhammadiyah Biak Elementary School. The learning process in this school needs to be in line with the principles of Islamic education, which emphasise harmony between knowledge and religious values. As Allah SWT says in Surah An-Nahl verse 125<sup>2</sup>:

Which means: “*Invite (people) to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is guided.*” (Q.S An-Nahl: 125).

This verse can be linked to the concept of *operant conditioning*, which emphasises the importance of positive and negative *reinforcement* in shaping behaviour. Wisdom and good lessons can be applied as positive *reinforcement* to help shape students' personalities in a good and wise manner. Based on this, the development of students' personalities is an important aspect of education, especially at the primary level. One theory that is widely used to understand the development of students' behaviour and personalities is the *Operant Conditioning* theory proposed by Burrhus Frederic Skinner. This theory focuses on how the consequences of a behaviour, whether in the form of *reinforcement* or *punishment*, can affect the frequency of that behaviour in the future. The educational context shows that *operant conditioning* theory is often applied by educators to shape student behaviour and personality through systematic learning strategies. This study aims to explore the application of *operant*

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<sup>1</sup>Nidia Nursaadah, “Implementasi Classical Conditioning dalam Melatih Kedisiplinan Anak Kb Paud Tunas Cindo Desa Upang Ceria melalui Reward Belajar Anak,” *Jurnal Kreativitas Pengabdian Kepada Masyarakat (PKM)* 6, no. 6 (2023): 2228–36, <https://doi.org/10.33024/jkpm.v6i6.9656>; Junaidin Junaidin, “Etika Profesi Guru Pendidikan Agama Islam Sebagai Sistem Kontrol di Era 5.0,” *eL-HIKMAH: Jurnal Kajian dan Penelitian Pendidikan Islam* 17, no. 1 (2023): 15–24, <https://doi.org/10.20414/elhikmah.v17i1.8426>; Wardana Kussuma dan Leksias Henuk, “Pengembangan Pribadi Guru PAK dan Siswa Sekolah Dasar Nekbaun,” *Harati: Jurnal Pendidikan Kristen* 1, no. 2 (2021): 188–200, <https://doi.org/10.54170/harati.v1i2.75>.

<sup>2</sup> Ministry of Religious Affairs Lajnah Pentashihan Mushaf Al-Qur'an, “Qur'an Kemenag,” accessed 1 October 2024, <https://quran.kemenag.go.id/quran/per-ayat/surah/54?from=17&to=55>.

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*conditioning* theory in shaping the personalities of fifth-grade students at Muhammadiyah Biak Elementary School.

The identification of the problem in this study began with the observation that students often exhibit behaviour that is not in accordance with social norms and school rules. This can take the form of a lack of discipline, disrespectful attitudes towards teachers, and low motivation to learn. The conventional application of *punishment* often does not have a long-term positive impact on behavioural change<sup>3</sup>. On the other hand, *operant conditioning* theory offers a more systematic approach to changing behaviour through the use of appropriate *reinforcement*. Therefore, it is important to understand how the application of this theory can have a positive impact in the context of primary education, especially in shaping student personality at school<sup>4</sup>.

Historically, *operant conditioning* theory was developed by BF Skinner in the early 20th century as a continuation of the principles of behaviourism pioneered by John B. Watson and Ivan Pavlov. Skinner believed that human behaviour could be modified through manipulation of the environment and the consequences that follow that behaviour. The concept of reinforcement proposed by Skinner consists of positive *reinforcement* (e.g., giving praise or rewards) and negative *reinforcement* (e.g., removing something unpleasant after the desired behaviour occurs). Meanwhile, *punishment* can take the form of positive *punishment* (e.g. giving extra tasks) and negative *punishment* (e.g. reducing playtime). In the context of education, the application of this theory has been widely researched, but few studies have specifically examined its application in shaping the personalities of primary school students in Indonesia, particularly in the Biak region, which has unique socio-cultural characteristics<sup>5</sup>.

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<sup>3</sup>Aningsih dkk., "How is the Education Character Implemented? The Case Study in Indonesian Elementary School," *Journal of Educational and Social Research* 12, no. 1 (2022): 371–80, <https://doi.org/10.36941/jesr-2022-0029>; Muljono Damopolii dkk., "The Phenomenon of Punishment at Pesantren in South Sulawesi: An Islamic Law and Islamic Education Approaches," *Samarah: Jurnal Hukum Keluarga dan Hukum Islam* 7, no. 3 (2023): 293–305, <https://doi.org/10.22373/sjhk.v7i3.18207>.

<sup>4</sup>Xinmin Chen, "A Study of Using Reward and Punishment in The Education of School-Aged Children— Based on Behaviorism Theory Operant Conditioning," *Journal of Education, Humanities and Social Sciences* 10 (2023): 293–305, <https://doi.org/10.54097/ehss.v10i.6896>; Fitri Amelia Rosida dkk., "Operant Conditioning Strategies in Limited Face-to-Face Learning Activities in Forming the Responsibility Character," *EduBasic Journal: Jurnal Pendidikan Dasar* 4, no. 1 (2022): 177–86, <https://doi.org/10.17509/ebj.v4i2.48924>; Bisni Fahad Mon dkk., "Reinforcement Learning in Education: A Literature Review," *Informatics* 10, no. 74 (2023): 1–22, <https://doi.org/10.3390/informatics10030074>.

<sup>5</sup>Aningsih dkk., "How is the Education Character Implemented?"; Mutiara Shinta dan Siti Qurotul Ain, "School Strategy In Shaping The Character Of Grade V Students At Elementary Schools

In the world of education, shaping students' personalities from an early age is a crucial aspect, as childhood is considered a period of personality formation that will influence an individual's behaviour and attitudes in adulthood. This is particularly relevant in the context of primary education, where teacher-student interactions and the learning environment play an important role in shaping students' values, attitudes, and behaviour. One approach that can be used to understand and guide student behaviour is the *operant conditioning* theory introduced by BF Skinner. This theory offers a systematic framework for modifying student behaviour by providing structured consequences for certain behaviours. At Muhammadiyah Biak Primary School, the application of this theory in shaping the personalities of fifth-grade students is a major concern, given the behavioural problems that need to be studied more comprehensively.

The identification of problems in this study began with empirical observations of fifth-grade students at Muhammadiyah Biak Elementary School who tended to exhibit behaviour that was not conducive to learning, both in the classroom and outside the classroom. Some students often exhibited behaviour such as indiscipline, a lack of responsibility, and a tendency to break school rules. This can disrupt the learning process and create an environment that is not conducive to students' academic and social development. The application of teaching methods that only focus on *punishment* without considering positive *reinforcement* is often ineffective in the long term and can cause students to feel unmotivated and lack confidence. Therefore, this study seeks to examine how the appropriate application of *reinforcement* and *punishment* strategies in accordance with the principles of *operant conditioning* can profoundly shape students' behaviour and personality.

The justification for this research is further strengthened by the importance of developing students' character in line with Indonesia's national education goals, which focus not only on academic achievement but also on shaping individuals with good character and morals<sup>6</sup>. Through the application of *Operant Conditioning* theory, educators can design more

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<sup>6</sup>Nurimasy Azizah dan Achmad Munib, "Peran Ekstrakurikuler Keagamaan Dalam Membentuk Karakter Integritas Siswa Di SD Al-Khairiyah Kota Tegal Tahun Pelajaran 2021/2022," *Jurnal PROGRESS: Wahana Kreativitas dan Intelektualitas* 10, no. 2 (2022): 217–30, <https://doi.org/10.31942/pgrs.v10i2.7708>; Nana Nana, "Pengembangan Inovasi Modul Digital dengan

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targeted interventions to steer students' behaviour in a positive direction<sup>7</sup>. For example, the use of positive *reinforcement* such as praise, recognition, or rewards can motivate students to participate more actively in learning, while the removal of negative *reinforcement* such as reducing excessive homework can create a more enjoyable learning environment for students. Therefore, this study is expected to contribute to improving learning strategies and classroom management at Muhammadiyah Biak Elementary School.

A brief literature review shows that the application of *Operant Conditioning* theory in education has been widely discussed in various contexts, at the primary, secondary, and higher education levels. For example, Miltenberger's research suggests that the appropriate application of *reinforcement* and *punishment* can improve self-control and self-management skills in students. In addition, research by Cooper, Heron, and Heward emphasises that consistent positive *reinforcement* can increase student engagement in learning activities and improve interpersonal relationships between teachers and students. However, in Indonesia, especially in regions with unique socio-cultural backgrounds such as Biak, research on the application of this theory is still very limited. Therefore, this study attempts to fill this gap by exploring how the principles of *operant conditioning* can be adapted to shape the personalities of students at Muhammadiyah Biak Elementary School, taking into account local socio-cultural aspects.

Using an in-depth and systematic approach, this study seeks to present a comprehensive analysis of the application of *operant conditioning* theory in shaping the personalities of fifth-grade students at Muhammadiyah Biak Elementary School. This study is expected to provide new insights into the application of effective *reinforcement* and *punishment* strategies in elementary school environments and contribute to the development of teaching methods that are more responsive and adaptive to the needs of students in

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<sup>7</sup>Thomas M. Leeder, "Behaviorism, Skinner, and Operant Conditioning: Considerations for Sport Coaching Practice," *Strategies* 35, no. 3 (2022): 27–32, <https://doi.org/10.1080/08924562.2022.2052776>; Michelle L. Williams dkk., "Using Classical and Operant Conditioning to Train a Shifting Behavior in Juvenile False Water Cobras (*Hydrodynastes gigas*)," *Animals : an Open Access Journal from MDPI* 12, no. 10 (2022), <https://doi.org/10.3390/ani12101229>; N ALWI, "Teori Behaviorisme Burrhus Frederic Skinner dan Implementasinya dalam Meningkatkan Maharah Kalam," *Jurnal Al-Kalim: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 2, no. 2 (2023), <https://jurnal.darulqimmah.org/index.php/Alkalim/article/view/28>; Murniyati Murniyati dan S. Suyadi, *Penerapan Teori Belajar Behavioristik Skinner Dalam Pembelajaran Baca Tulis Al-Qur'an*, 11 (2021): 177–92, <https://doi.org/10.47200/ULUMUDDIN.V11I2.895>.

Indonesia. The results of this study can also be used as a basis for the development of more comprehensive education policies, which not only focus on academic achievement but also on shaping the character and personality of students in line with the educational values embraced by Muhammadiyah Biak Elementary School. Therefore, based on the above description, this research is important to be studied in more depth because Muhammadiyah Biak Elementary School has a diverse family and cultural background.

## RESEARCH METHOD

The type of research conducted in this context is qualitative research, as described by Creswell. One type of qualitative research used is ethnography. Ethnography is a research method that focuses on a deep understanding of a particular culture and group in a natural situation. In this method, researchers observe directly and conduct interviews with members of the group being studied to gain a deeper understanding of the context and dynamics of the existing culture<sup>8</sup>.

This qualitative study aims to provide answers to questions about “what” and “how” related to an event, by presenting the findings objectively. Through this study, it is hoped that an accurate picture of the social reality being studied will emerge. Thus, researchers have the opportunity to gain a deep understanding of the research subject and experience what they have experienced.

The qualitative approach in this study focuses on analysing the application of *Operant Conditioning* theory developed by Burrhus Frederic Skinner in shaping the personalities of fifth-grade students at Muhammadiyah Biak Elementary School. This study attempts to describe comprehensively how the theory is implemented in the learning process, particularly in efforts to shape students’ characters. The researcher conducted direct observations of teacher and student interactions, as well as in-depth interviews with teachers and students regarding the implementation of positive and negative reinforcement-based learning methods, in accordance with Skinner’s theory.

With this approach, the study is expected to provide in-depth insights into the application of *Operant Conditioning* theory and its contribution to effectively shaping students’ personalities. The results of this study are also expected to serve as a reference for

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<sup>8</sup>Sugiyono, *Metode Peneleitian Kualitatif* (Bandung: Alfabeta, 2015), h. 15.

teachers in improving the quality of learning and shaping students' character in line with educational objectives.

## RESEARCH RESULTS AND DISCUSSION

The application of Burrhus Frederic Skinner's Operant Conditioning theory in Grade V of Muhammadiyah Biak Elementary School was evident in daily learning practices, although it was not yet fully systematic and consistent. Based on the triangulation of data from observations, interviews, and documentation, it was found that positive reinforcement, especially in the form of verbal praise, had become part of the teachers' routine in responding to students' behaviour or achievements. Comments such as "Smart!" or "Great answer!" are not only heard in the classroom but are also supported by non-verbal expressions such as smiles or thumbs up. This is in line with Skinner's idea that positive reinforcement will increase the likelihood of the desired behaviour being repeated. In the documentation, verbal praise often had an immediate effect on changes in students' facial expressions and increased participation. However, interviews with students revealed that not all children responded enthusiastically to verbal praise. Some students felt that verbal praise was not motivating enough, and they preferred concrete forms of praise such as stickers or other physical rewards.

On the other hand, the use of physical rewards such as star charts has not been implemented. Teachers acknowledged that they wanted to implement the system but were constrained by technical aspects, particularly in terms of sustainability and management. In fact, Skinner emphasised the importance of consistency in giving consequences as part of behaviour formation. When rewards are only given verbally and not systematically, the possibility of operant learning becomes minimal. This is also reflected in the documentation, which shows that reward boards are not available.

Negative reinforcement also appears in classroom practices, for example when students who complete tasks faster are allowed to take a break earlier. This is an example of release from an unpleasant situation (classwork) that aims to reinforce the behaviour of completing tasks quickly, in accordance with the principle of negative reinforcement in Skinner's theory. However, this practice is still observed at a low intensity and has not been explicitly applied as a learning strategy. The teachers themselves did not mention this

negative reinforcement directly in the interviews, indicating that its implementation has not yet become an integral part of theory-based conscious planning.

In terms of punishment, teachers tend to use direct verbal reprimands when students break the rules. In the documentation, this appears when teachers reprimand students who are not paying attention or playing during class. These reprimands are a form of positive punishment that aims to reduce unwanted behaviour by adding unpleasant consequences. However, from the interviews, it is known that reprimands in front of the class are not always effective, especially for more sensitive students. Some students even prefer reprimands delivered privately. This indicates that the effectiveness of punishment is highly dependent on the character and individual perception of the punishment given, as suggested by Skinner that reinforcing stimuli or punishment are not universal, but depend on the individual's experience and reaction to the consequences.

Negative punishments, such as point deductions or reduced playtime, were rarely observed consistently. In one or two instances, teachers asked students who had not done their homework to complete it during break time. This could be considered a reduction in break time as a form of punishment. However, the absence of a system to monitor or record such punishments resulted in low consistency and a lack of reinforcement of the value of responsibility that the teachers wanted to instil. This irregularity has implications for the lack of formation of behaviour-consequence associations within the operant learning framework.

The data also shows that students in general have begun to understand the class rules and the forms of reinforcement used by teachers, although they are still in the adequate category. They have begun to exhibit disciplined behaviour, such as collecting assignments on time and maintaining order. These findings show that the reinforcement provided by teachers, both verbal and non-verbal, has contributed to the formation of behaviour that is in line with expectations. This is reinforced by documentation showing interactions between students who remind and imitate each other's positive behaviour. Skinner himself emphasised that behaviour can be conditioned through social reinforcement, not only by teachers, but also by the surrounding environment, such as peers who are a source of social consequences.

Teachers play an important role in the successful application of this theory. Teachers made efforts to clearly communicate the rules and provide consequences for student behaviour. However, interviews revealed that the speed and consistency of providing consequences remained a challenge. Skinner emphasised that consequences must

immediately follow behaviour in order to create a strong association. When consequences are given too late or inconsistently, the reinforcing effect weakens. Meanwhile, students showed positive responses to the rewards given, although some of them needed a more structured system to stay motivated.

System factors are also a determining aspect. The use of reward media such as star charts was absent, and the reinforcement system relied more on the individual initiative of teachers. Even so, students' perceptions of the fairness of consequences were positive, which is an important foundation for the sustainability of the behaviour formation system. In Operant Conditioning theory, perceptions of fairness and predictability of consequences are important elements for the internalisation of desired behaviour.

Overall, the triangulation data shows that the application of Operant Conditioning theory in Grade V of Muhammadiyah Biak Elementary School has been carried out in accordance with Skinner's basic principles. However, its application is still more intuitive than systemic. Rewards and punishments are given, but they are not framed within a consistent and sustainable system. This affects the effectiveness of shaping student behaviour, especially in terms of discipline and responsibility. Thus, reinforcement is needed in the form of a more stable reward and punishment system structure so that the principles of this theory can provide optimal results in the long term.

Based on the above description, field data shows that the application of *Operant Conditioning* theory in grade V of Muhammadiyah Biak Elementary School has been carried out in a framework that is in line with Skinner's basic principles, but it has not yet fully formed a solid and consistent system. In practice, teachers have applied various forms of reinforcement and punishment, both verbally and through concrete actions, but the implementation is still situational and highly dependent on the conditions at the time and the readiness of the teacher.

Referring to the main principle in Operant Conditioning theory, namely reinforcement and punishment as consequences of behaviour that can increase or decrease its frequency, the pattern that emerges in Grade V shows that positive reinforcement is more dominant than other forms of consequences. Teachers, for example, almost always give verbal praise for appropriate student behaviour or answers, as seen in the documentation when students are given comments such as "Your answer is very good" or "Your presentation is very interesting." This is in line with the stages of positive *reinforcement* in Skinner's theory.

However, reflection arises when students themselves state that they are more motivated by concrete rewards such as stickers or stars. This shows a gap between the type of reinforcement given and the type of reinforcement that students perceive as having a psychological impact.

Positive reinforcement should take into account the characteristics of students, because at the primary education level, visual symbols and material reinforcement often have a stronger appeal than mere words. In the documentation, there was no reward board. Teachers also admitted in interviews that it was troublesome to manage. This raises an important methodological reflection: can the effectiveness of *Operant Conditioning* still be achieved if the reinforcement system relies solely on the practical preferences of teachers and does not consider the characteristics of the students' age?

Negative reinforcement does appear in the form of exemption from additional tasks for students who complete their work faster. This is in line with Skinner's principle of removing unpleasant stimuli as reinforcement. However, the data shows that this strategy is rarely mentioned in interviews and only appears in observations. This implies that the application of negative reinforcement has not become part of teachers' pedagogical awareness, but rather occurs incidentally. The implication is that this form of reinforcement cannot be maximised as a strategic behaviour modification tool because it is not accompanied by a pattern of reflection or evaluation by the teachers themselves.

An interesting point arises from the aspect of punishment. Teachers tend to prefer verbal reprimands or additional assignments rather than negative punishment. Students, on the other hand, say that reprimands in front of the class make them feel embarrassed and sometimes unable to focus on their studies afterwards. This shows that although positive punishment can theoretically reduce undesirable behaviour, its application must take into account the psychological aspects of students. In this case, the teachers' reflections in the interviews show an awareness of the importance of protecting students' feelings and avoiding overly harsh methods. However, there is no system that distinguishes when and to whom certain forms of punishment should be given. This is where Skinner's principle of caution is relevant: punishment, if not tailored to the character and context of individual students, can undermine self-confidence and cease to be educational.

More broadly, the data obtained indicates that the application of reinforcement and punishment by teachers has an impact on the formation of students' personalities. Some

students become more confident after receiving praise or when they feel appreciated for their activeness. This supports the theoretical argument that *Operant Conditioning* not only shapes behaviour but also develops personality aspects such as a sense of responsibility and discipline. However, because the reinforcement and punishment system implemented is not yet stable, character building is still fluctuating. When rewards are given irregularly, or punishment is not understood by students as a fair consequence, the internalisation of values and character is hampered.

The documentation shows that some students began to remind each other and maintain order without needing to be reprimanded by the teacher. This is perhaps an early indication that the reinforcement provided has begun to shape their social awareness. Skinner did not explicitly discuss social dynamics in the context of learning, but these findings show that behaviour formation through *operant conditioning* does not stand alone; it is intertwined with the social context in the classroom, especially the influence of peers.

The implications of these findings emphasise the need for a more structured and consistent system of reinforcement and punishment. Teachers should not only rely on spontaneous verbal reinforcement, but also build mechanisms that can be understood and felt by students in a concrete and fair manner. The use of media such as reward boards, although simple, can be an important instrument in creating a reinforcement system that is visible and understandable to children. However, this requires a long-term commitment from teachers so that they do not give up halfway, as reflected in the interviews. Collaboration between classroom teachers, head teachers, and parents may be needed to design a reward system that is not burdensome but still effective.

Teachers are also advised to periodically monitor the effectiveness of the reinforcement and punishment they give. This is in line with the stages in Operant Conditioning theory, which includes reflection and evaluation of the consequences that have been applied. Students have diverse personality profiles—not all children respond to praise in the same way. Therefore, an overly uniform approach can lose its influence. Individualised adjustments to the approach need to be continuously developed. This is where the importance of teachers as *behavioural analysts* in the context of primary education lies.

Finally, field findings show that although Operant Conditioning theory can be applied effectively in fifth grade primary school, its success is highly dependent on the consistency of the system, the pedagogical awareness of teachers, and sensitivity to the socio-emotional

conditions of students. This approach, when applied wisely, not only shapes short-term behaviour but also supports the development of a resilient and characterful personality. In the context of primary schools such as SD Muhammadiyah Biak, educational, humanistic, and contextual reinforcement will be far more meaningful than simply repeating mechanistic reward-punishment techniques.

## CONCLUSIONS

The application of Skinner's Operant Conditioning theory in Grade V at SD Muhammadiyah Biak is already evident in learning practices, although it is not yet fully consistent and systematic. Positive reinforcement through verbal praise has a positive impact on student behaviour, but it is not yet balanced with more concrete reinforcement such as physical rewards, which are preferred by some students. In addition, the use of rewards and punishments is not yet well structured, which has an impact on the effectiveness of behaviour formation. Nevertheless, the application of positive reinforcement and punishment has begun to shape student discipline and responsibility, with a positive influence on social interactions in the classroom. To achieve optimal results, consistency and the development of a more structured and fair reinforcement system are needed, as well as periodic reflection by teachers in managing the consequences of student behaviour.

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