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Analysis of The Use of Behaviorism Theory in Physical Education Learning on Student Discipline in Elementary Schools

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ABSTRACT

This study aims to analyse the application of behaviourism theory in physical education (PE) learning to improve student discipline in elementary schools. The qualitative research method with a case study approach involved in-depth interviews with three PE teachers from elementary schools in Sumedang. Data were collected through interviews and documentation and then analyzed using triangulation techniques to ensure the validity of the research results. The results showed that the application of behaviourism theory, through positive reinforcement such as praise and rewards, as well as negative reinforcement such as educational reprimands, was able to improve student discipline. These strategies include routine activities such as line setting, collective prayer, and warm-ups that help students understand the importance of order. Adaptive approaches, such as tailoring learning methods to students' interests, were also found to be effective in improving discipline. This study concludes that the application of behaviourism theory in PE learning not only improves student discipline but also creates a conducive learning environment. Appropriate behaviour reinforcement strategies can help students develop disciplinary habits and other positive characteristics early on.

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INTRODUCTION

Physical education teaching plays an important role in shaping students' behaviour, especially in terms of discipline, cooperation, and social responsibility. An approach that can support the achievement of these goals is the application of behaviourism theory. This theory emphasizes the importance of reinforcement as a stimulus to encourage positive responses and reduce unwanted behaviour. In the context of physical education,



this strategy can be used to train students' discipline. Reinforce desired behaviour during physical activity and sports.

Recent research shows that strategies based on behaviourism theory can improve students' discipline and motivation in physical education. Claver et al. (2020) showed that a task-based motivational climate and reinforcement of psychological needs support disciplined behaviour and positive learning outcomes in physical education (Claver et al., 2020). Mustafa (2021) also stated that learning based on a behavioural theory with a structured training model can improve learning. Student participation in active and enjoyable physical activities (Mustafa, 2021).

In addition, technology-based approaches have also been tested in physical education. For example, the research of Quintas-Hijós et al. (2020) showed that gamification through interactive elements can help improve students' motivation and positive behaviour. These results confirm that the application of innovative behaviourism theory can be a solution to strengthen student discipline in elementary schools.

It can be concluded that behaviourism theory provides an innovative and effective approach to improving student discipline in physical education. By designing interesting learning programs, providing positive reinforcement, and utilizing appropriate technology, elementary schools can create a conducive learning environment for students to be active and develop healthy living habits.

By using behaviourism theory, this article aims to find out how it is applied in teaching physical education to improve elementary school student discipline. This article focuses on how behavioural reinforcement strategies can be applied effectively to create a supportive learning environment.

METHODS

This study uses a qualitative method with a case study approach to understanding how physical education (PE) teachers apply behaviourism theory in learning, especially regarding reinforcement and its impact on student discipline in elementary schools. By focusing on teacher-student interactions, this approach aims to explore real practices that occur in the classroom and how this theory is applied to shape more disciplined student behaviour. This approach was chosen because it allows researchers to explore teachers' experiences in depth and analyze how students respond to the learning strategies used (Creswell, 2013; Moleong, 2021). Research data were collected through interviews and documentation. Interviews were conducted with three PE teachers from three elementary schools who were specifically selected (purposive sampling) based on their experience, namely a minimum of three years of teaching and using behaviourism principles in learning. During the interviews, researchers directly analyzed how teachers provide positive reinforcement, such as praise, and negative reinforcement, such as educational reprimands, and how students respond to this. In addition, according to Santrock (2011), consistent reinforcement is very important

because it can build a positive association between Physical Education learning and the development of disciplinary values, such as punctuality, cooperation, and responsibility. Therefore, the right combination of positive and negative reinforcement can create a learning environment that supports the formation of students' disciplined character from an early age.

Data analysis was carried out in three stages: first, the data obtained was summarized to find important themes, such as the types of reinforcement that teachers often use. Second, the data was arranged narratively to provide a clear picture of how behaviourism theory is applied in the classroom. Finally, researchers drew conclusions based on data triangulation from various sources to ensure that the results were accurate and consistent. The validity of data in qualitative research can be maintained through data triangulation, namely comparing information from various sources, techniques, or times. In addition, researchers are also advised to conduct self-reflection to minimize bias during data collection and analysis (Creswell, 2013; Skinner, 1953; Moleong, 2021)

This research method is a qualitative method with a case study approach model. This data collection uses sampling with interviews, to dig up actual information about behaviourism in physical education learning to improve the discipline of elementary school students, according to (Strauss & Corbin 2003) qualitative research also called natural research or natural research is a type of research that emphasizes the process and meaning that is not tested, or measured as precisely as possible with data in the form of descriptive data. This study describes events that are heard, felt and made in narrative or descriptive statements so that it does not involve statistics. The research method used attempts to examine or describe in depth the phenomena being studied.

RESULTS AND DISCUSSION

The view of human behaviour is called behaviourism. This theory defines learning as an exercise to build a relationship between stimulus and response. Students will develop automatic habits in learning if they receive stimulation, or stimuli, and respond to the relationship between these stimuli and responses. Therefore, children's behaviour consists of certain responses to certain stimuli. Practice will increase the strength of the relationship. In addition, the S-R Bond theory is often referred to (Darwyan Syah et al., 2009: 35). Stimuli (stimulants) produce reactive behavioural relationships (responses), which based on mechanistic laws produce change. Stimulants are children's learning environments, both internal and external, that help them learn. Although the response is a result or impact, it is a physical reaction to the stimulus. In the stimulus-response relationship pattern, learning means strengthening bonds, relationships, traits, and behavioural tendencies S-R (stimulus-response). The existence of components of the drive, stimulus, response, and reinforcement Teachers who have this opinion argue that student behaviour is a reaction to the environment and learning outcomes because there is a close relationship between behavioural reactions and stimuli. How many learning theories are included in behaviourism?

Based on the results of interviews that we conducted with three Physical Education teachers at SDN Cikoneng 1 and SDN Cikondang schools. The informants agreed that elementary school student discipline can be formed through an adaptive approach using non-rigid methods, such as giving students the freedom to learn according to their respective styles. This approach is in line with the philosophy of the Independent Curriculum which emphasizes freedom of learning. According to Halimah (2023), the independent curriculum aims to provide students with the freedom to learn according to their learning styles, interests, and learning methods.

Physical Education teachers have an important role in building student discipline through daily habits, equal attention, and clear direction. Amir (2006: 1) stated that "physical education is education that uses the physical as the starting point for educating children and children are viewed as a unity of body and soul. Meanwhile, Husdarta (2009: 19) stated that "Physical education can be interpreted as an educational process through physical activity or sports, namely educating children". This means that physical activities are not only aimed at improving physical abilities, but also at forming character, habits, and other skills that are useful in life.

Level of Student Discipline in Physical Education Learning

According to Titik (2019), the nature of the discipline that occurs is an attitude of respect and self-binding of students to a series of regulations and norms that have been provided by the school where they are sheltered. In particular, students are required to have a level of self-control to ensure good character development. According to Rahardjo (2017) On the other hand, a student is said to be disciplined with a self-control character if he has the specified discipline indicators. Wibowo (in Titik, 2019. Based on Wibowo 2003), discipline indicators include punctuality in reporting to school, namely maintaining the lesson time at the end of the day correctly, and dressing appropriately. Cheena and Wibowo, (2019) are children who need effective learning and ensure growth through a perspective that offers uniforms as support for the class. Furthermore, notifying parents in writing if there is a reason for their child's absence, actively studying during class, participating in school curricular programs, doing teacher homework, undergoing detention according to class schedules, and managing study time effectively. Based on interviews, in two SDN Sumedang, student discipline in grades I-VI is slightly above average. This is because discipline begins with the arrangement of lines, and neatness of clothing, to initial briefings before learning. With these findings in 2 SDN in Sumedang, it can be said that they are disciplined because they have met the discipline indicators.

Causes of Student Undiscipline

One of the main causes of student undiscipline is the lack of understanding and awareness of the importance of discipline in physical activities. Students may feel that sports are only physical activities without realizing the long-term benefits that can be obtained, such as increased fitness and social skills. This ignorance is often related to the lack of socialization regarding the true goals of physical education, which must be

understood by students from an early age (Suryadi, 2019). In addition, an unsupportive social environment, such as a lack of encouragement from parents, peers, or teachers, also affects students' attitudes towards discipline in physical education activities. When students do not get positive examples or motivation, they tend to be less motivated to follow rules and routines (Suprpto, 2020). Another contributing factor is the teaching method that is less interesting and does not provide challenges for students. If physical education learning feels monotonous or less interesting, students can lose focus and be undisciplined in participating in activities (Nugraha, 2021). Therefore, physical education teachers need to create a pleasant atmosphere and provide appropriate challenges so that students remain disciplined and motivated. From the results of interviews at two elementary schools in Sumedang, it was noted that indiscipline often occurs when the learning materials provided do not match the interests and talents of students. If students feel less interested or unmotivated by the activities taught, they tend to exhibit behaviours such as not listening to instructions, playing around, or breaking rules. Indiscipline in physical education learning, according to sources at two elementary schools in Sumedang, is also caused by various factors such as lack of understanding of the rules, lack of responsibility given, and less interesting learning materials.

Implementation of Behaviorism Theory to Improve Student Discipline in Elementary Schools in Physical Education Learning

The application of behaviourism theory in Physical Education (Penjas) learning in elementary schools can be an effective approach to improving student discipline. According to Skinner (1974), behaviourism theory emphasizes the importance of positive and negative reinforcement in shaping behaviour. In the context of Penjas, teachers can provide positive reinforcement in the form of praise or rewards when students demonstrate disciplined behaviour, such as following rules or showing teamwork. This reinforcement encourages students to repeat positive behaviour. Conversely, negative reinforcement can be applied to reduce undisciplined behaviour, such as providing appropriate consequences if students break the rules, which can help form long-term disciplined habits.

Furthermore, according to Watson (1924), behaviourism focuses on observing and measuring behaviour that can be seen and measured directly. In Penjas learning, teaching based on direct observation of student behaviour can help teachers evaluate student discipline. Through this approach, teachers can design activities that allow students to demonstrate disciplined behaviour, such as following instructions well and working together in games or exercises. By providing direct feedback on student behaviour, teachers can reinforce or correct student actions to encourage further discipline.

Finally, according to Thorndike (1932), the principle of "effect" in behaviourism theory explains that behaviour that is followed by a satisfactory outcome is more likely to be repeated. In the context of Physical Education, the application of this principle can be done by allowing students to experience the direct results of their discipline, such as increased physical skills or achievements in sports activities. By providing positive results as a result of the discipline they demonstrate, students will be more motivated to

maintain this disciplined behaviour. This shows that appropriate reinforcement can form more consistent discipline in Physical Education learning in elementary schools.

The proposed solution involves fair direction, giving responsibility, and adjusting learning materials to students' interests. This shows the importance of the teacher's role in creating a conducive learning environment and encouraging discipline through a student-centred approach. According to Hasmar and Zaman (2021), rewards are one method used by teachers to appreciate students' actions that deserve praise. The use of this reward is very important to support child development, especially in forming disciplined habits in early childhood. So how do the speakers give appreciation to disciplined students? Giving appreciation to disciplined students is very important to motivate them. One way is through verbal praise, such as saying "you are good" or "you are great." With this praise, students feel appreciated for their efforts. In addition, the speakers gave specific examples, for example, when a student successfully does a jump well, the teacher can direct the class's attention to the student so that other students are encouraged to imitate good behaviour. Helping students feel more motivated to continue to be disciplined, giving responsibility to disciplined students as a form of appreciation. For example, students who show discipline can be given the role of group leader or role model for their friends. With this belief, students not only feel appreciated but also have more motivation to maintain their good behaviour.

Behaviourism theory suggests that behaviour is learned through interaction with the environment, where consequences (reinforcement or punishment) play an important role. The obstacles mentioned by the three informants reflect the challenges in creating a consistent and supportive environment for students to learn discipline. For example, a mismatch between student interests and the curriculum or differences in parenting patterns between school and home can hinder learning discipline. To overcome these obstacles, a more adaptive and consistent approach is needed, such as targeted positive reinforcement and adjusting learning methods according to the individual needs of students.

Behaviorism theory emphasizes the importance of direct experience in influencing learning. According to this theory, students learn from direct interaction with the environment and behaviour that is given a response, be it positive or negative reinforcement. The approach recommended by Mr. Iman, Mr. Rizal, and Mr. Nandang to help students understand learning tends to direct students to be actively involved in the learning process. For example, by giving relevant assignments, allowing discussions, or practising the material directly, students are more likely to relate learning to their own experiences. This is in line with the principle of behaviorism which states that learning is more effective when students receive feedback that helps them reinforce desired behavior or correct undesirable behavior.

CONCLUSION

This theory defines learning as an exercise to build a relationship between stimulus and response. Therefore, children's behaviour consists of certain responses to certain

stimuli. Exercise will increase the strength of the relationship. In addition, the S-R Bond theory is often referred to (Darwyan Syah et al., 2009: 35).

In the stimulus-response relationship pattern, learning means strengthening bonds, relationships, traits, and tendencies of S-R behaviour (stimulus-response). Based on the results of interviews we conducted with three Physical Education teachers at SDN Cikoneng 1 and SDN Cikondang, Physical Education teachers have an important role in building student discipline through daily habits, even attention, and clear direction. Amir (2006: 1)

According to Mr Iman, "Discipline begins with the arrangement of lines, neatness of clothing, to initial direction before learning. This approach not only includes enforcing rules but also channelling student energy according to their character, such as hyperactive or quiet. Basic rules such as lining up, praying before learning, warming up, and dividing into groups become routines that help students understand the importance of order.

Through a behaviourist approach, the behaviour of hyperactive children in sports can be modified by providing appropriate stimuli, reinforcing desired behaviours through rewards, and building habits through consistent routines. This shows the importance of the teacher's role in creating a conducive learning environment and encouraging discipline through a student-centred approach.

Behaviourism theory suggests that behaviour is learned through interaction with the environment, where consequences (reinforcement or punishment) play an important role. In previous curricula such as KTSP, students may have been more closely monitored and told to follow strict rules without considering individual interests. The Independent Curriculum provides more space for students to understand learning through activities of their own choice so that they not only follow instructions but are also involved in a learning process that is fun and follows their interests. The Independent Curriculum provides more flexible opportunities for students to develop their self-discipline. This curriculum emphasizes project-based learning that allows students to plan, implement, and evaluate their work. Meanwhile, according to Mr. Rizal, the Merdeka curriculum is seen as a more responsive approach to students' needs by giving them the freedom to think critically and choose learning activities that suit their interests.

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