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## **IMPLEMENTATION OF IVAN PAVLOV'S THEORY IN FORMING STUDENTS' ISLAMIC CHARACTER AT ASWAJA DARUL FALAH ISLAMIC ELEMENTARY SCHOOL**

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### **Abstract**

The phenomenon of the moral degradation of students' character is a hot topic of conversation in the world of education in modern times. The policies implemented in establishing character education as a reference for improving student morale. This study seeks to reveal the formation of Islamic character values through Ivan Pavlov's habituation method which was designed by the teacher, namely through stories of friends, songs, games, and hadiths. The method used is descriptive qualitative research. Researchers see the phenomena that occur in the field, then put it into a narrative form. The result of the research is that there is a change in Islamic character through the implementation of Ivan Pavlov's Theory in Forming the Islamic Character of Students at Aswaja Darul Falah Islamic Elementary School.

**Keywords:** *Ivan Pavlov's Theory, Islamic Character, Elementary School*

### **Abstract**

Fenomena degradasi moral karakter peserta didik menjadi perbincangan yang hangat dalam dunia pendidikan pada zaman modern. Kebijakan yang diterapkan dalam menetapkan pendidikan karakter sebagai acuan untuk memperbaiki moral peserta didik. Urgensi penelitian ini dapat membantu mengidentifikasi bagaimana penerapan prinsip-prinsip pembelajaran dengan teori Ivan Pavlov dapat membantu proses membentuk karakter Islami siswa di Sekolah Dasar Islam Aswaja Darul Falah. Jika metode tersebut terbukti efektif, hal ini dapat berdampak positif pada pengembangan akhlak dan perilaku Islami siswa. Pembentukan nilai-nilai karakter Islami melalui metode pembiasaan Ivan Pavlov dengan metode dari guru yaitu melalui kisah sahabat, lagu, games, dan hadist. Metode yang digunakan penelitian kualitatif jenis deskriptif. Peneliti melihat fenomena yang terjadi di lapangan, kemudian menuangkannya kedalam bentuk narasi. Hasil penelitian yaitu adanya perubahan karakter maupun sikap Islami melalui implementasi Teori Ivan Pavlov pada Siswa di Sekolah Dasar Islam Aswaja Darul Falah

**Kata Kunci :** Teori Ivan Pavlov, Karakter Islami, Sekolah Dasar

## **INTRODUCTION**

The implementation theory of Ivan Pavlov in the form Islamic character of students in elementary schools has significant urgency (Hadi & Sari, 2022). Study This can give contribute importantly to the development Islamic character of students as well as give more understanding Good about the approach



to effective learning in the context of Islamic education (Nia Indah Purnamasari, 2020). With apply the principles of learning classic proposed by Ivan Pavlov, research can help identify ways concrete to form the Islamic character of students in Islamic Elementary Schools. Through approach conditioning classic, associated reflex -responses with Islamic behavior can be conditioned with relevant stimuli, to help the student develop appropriate morals and behavior with Islamic values (Yoga Anjas Pratama, 2019). The study it also delivers an outlook on the approach to effective learning in developing the Islamic character of students. With learn How Pavlov's theory can be adapted to in the context of Islamic education, educators and teachers can get the right learning strategy to increase the Islamic character of students. This will give a significant contribution in the form of an ethical generation noble and capable face deep moral challenges in life daily (Baharuddin, 2020).

In theory this, Pavlov proposed that Act in demand can be influenced through a formation association between no stimulation \_ at first raises response certain with intense stimulation \_ experience raises response the (Feida Noorlaila Isti'adah, 2020). For example, Pavlov experimented with dogs and find that dogs will salivate as a response to food (Shahbana et al., 2020). However, he also realized that the dog will start to salivate even before the food is given moment He hooks food with sound-sounding bells before in matter this sound the bell again No raises a saliva response become producing a stimulus-response the after connecting in a manner continuously with food (Ariane Nafila, Dewi Utami, Dadan Mardani, 2023)

Based on the results of the interviewing researcher does that is with the use theory ivan pavlov a stimulus and a response are made in a manner that Keeps going continues and be habituation for participant education (Siti Husnah, personal communication, July 7, 2023). At the start implemented, students Still feel foreign and deep circumstances and adapt themselves to the circumstances surrounding them, from which it is not Once done change becomes routine activities done. The fact will be felt with No easy, however, if done in a manner earnest, structured, and consistent so will come true something desired goal. \_ Objective from activity This is for form good habit \_ to participant teach, the teacher does the application of 9 morals with method four method the in a manner alternating and consistent For do it (Wildan Nur Hidayat, Noor Malihah, 2023).

In theory this, Pavlov proposed that Act in demand can be influenced through a formation association between no stimulation at first raises response certain with intense stimulation and experience raises response the (Molli Wahyuni, Nini, 2020). For example, Pavlov experimented with a dog and find that dog will salivate as a response to food. However, he also realized that the dog will start to salivate even before the food was given a moment He hook food with sound-sounding bells before. In matter, this



sounds the bell again No raises saliva response become producing stimulus response the after connected in a manner continuously with food (Herie Saksono, et al, 2023).

Theory conditioning classic This show that the initial response caused by something specific stimulation \_ can be influenced and conditioned by other related stimuli (Shahbana et al., 2020). In context, form student Islamic character, concept This can apply with hook desired Islamic behavior with stimulation or relevant directives, so the expected response can form in a manner conditional. However, it's important for noted that the approach formation Islamic character of students No only limited to the theory of Ivan Pavlov. factors like religious understanding, values family, and environmental education also play a role important in forming the Islamic character of students (Nasution, 2020). Because that is, the implementation theory of Ivan Pavlov in context This needs considering in the whole framework of Islamic education and more values broad. (Nia Indah Purnamasari, 2020)

This writing is important to do because the existing writings have not explained in depth about How method of Ivan Pavlov's Theory in Forming the Islamic Character of Elementary School Students, especially for all levels of participant elementary school students. Some of his earlier writings include Implementation of Ivan Pavlov's Behaviorism Theory in Forming Islamic Character Patterns for Students in Central Bengkulu (Chandra & Saufiqi, 2022), Character Education in Elementary Schools Preventing Moral Degradation in Era 4.0 (Agung Prihatmojo, Badawi, 2020), Moral Degradation in Novels The Moon Sinks in Your Face by Tere-Liye: The Sociological Perspective of Literature (Gusti, 2021), The Relevance of Behaviorism Learning Theory To Islamic Religious Education (Primary, 2019), Islamic Religious Education Study Program, Faculty of Tarbiyah and Tadris, State Islamic Institute (Iain) Bengkulu ( Saufiqi, 2021). This article has not explained in depth the application of Ivan Pavlov's theory in shaping students' Islamic character. Several studies have shown that Ivan Pavlov's theory through various activities or methods used can change the character of students. However, according to the researchers, other ways can change the character of students, namely with habits or teacher methods that have been applied in the Aswaja Darul Falah Islamic Elementary School.

The purpose of this paper is to explain three things, namely: first, the Implementation of Ivan Pavlov's Theory in Aswaja Darul Falah Islamic Elementary School, secondly the Problems of Implementing Ivan Pavlov's Theory in Forming Students' Islamic Character. With specific and structured explanations it is hoped that it can contribute both theoretically and practically to the implementation of learning in the current era where more and more students are experiencing moral degradation which is very worrying, theoretically, it is hoped that there will be new writings about views on Ivan Pavlom's theory in forming Islamic character.



This paper is based on a basis that the importance of education by teachers in the school environment, but the need for collaboration between parents, teachers, and the community environment can influence the Islamic character of students (Chandra & Saufiqi, 2022). Therefore this paper produces three main arguments. First, by carrying out the habituation that is always applied by the teacher through learning at school, it can change student morale to become an Islamic character. Second, Islamic character in education is important, because it is included in the affective aspect but in fact, parents will feel happy if cognitively the child has good or high grades. Islamic character for students because it is a shared responsibility and goal to form children who have a good character so that they can provide future benefits for the nation and state.

Ivan Pavlov is a graduate of Bachelor of Medical in the field base physiology. Choose For become quality physiology is the choice of Ivan Pavlov. During work in Pavlov's laboratory rule for all that works forbidden for use of Language psychology, for example, pointing to the feeling of a dog. If someone broke will get fined, (Purnamasari, 2020). Ivan Pavlov's expertise in the field of physiology own influence on whole experiments that have been done. Experimenting with one dog is Ivan Pavlov's famous experiment. The moment one drooling dog as a symbol of will Appeared food (Feida Noorlaila Isti'adah, 2020). Based on a phenomenon that made Ivan Pavlov want to continue to experiment with it and develop studies of conditioned character or known as the theory of Classical Conditioning, a theory which is also part of approach behaviorism (Saputra, 2022).

With the implementation experiment, Ivan Pavlov took the conclusion this classical conditioning theory can form an Act in demand through the existence of a process requirement (conditioning process) to get a response (Conditioned Response) of organisms that do over and over again (Shahbana et al., 2020). because it was, Pavlov thought that Act in demand creature life can form through setting and manipulation environment (Hadi & Sari, 2022). School base as base main in objective for formation character or Islamic personality. By giving understanding and practicing values character good Islam, can protect self from actions that are prohibited by religion and value normative that has been happening in life daily (Bk & Hamna, 2022). The Formation Islamic character of students happens as a result of teaching by educators or teachers at schools who can stimulate students for willing and driven to do matters commendable Because of the right role models.

Education at school No just teach child knowledge will but form character student including obligation from the school including the teacher (Nella Agustin, et al, 2021). Getting used to and giving examples of good manners as well as embedding behaviors that are fixed steps for can form students become private owners of Islamic character from an early. Skills that must be instilled in students and





teachers are knowledge, attitudes, and skills for own good manners (Utami & Fathoni, 2022). Which can parameter or indicators used in the curriculum in schools is as follows: spread greetings, honesty, trust worthiness, do fair, please help each other loving, patient, optimistic, and others (Wahyuni & Putra, 2020).

In Islam, teachers three must be noticed in carrying out method habituation in framework fix student going to more direction good, namely: a) weak gentle and giving love to students, b) look after character wrong students use punishment, c) carried out in a manner gradually. Implementation of education character in Schools must be done by all Stakeholders school for success in the formation of education character in Schools (M. Noor, 2019). Obedience is also required to form character because in exemplary There is habituation and will can form character in students (Muzakir Walad, 2021).

## RESEARCH METHODS

This research method uses a qualitative approach with a descriptive type which aims to analyze Ivan Pavlov's Theory of shaping the Islamic Characteristics of Students. Descriptive qualitative research is a collection of data that describes Act behavior, behavior, and Islamic character of students before and after the application of Pavlov's method. this data can be obtained through observation directly by researchers or with the use of tool assessment that has been There is like questionnaire or scale evaluation Islamic behavior. In carrying out the research, the researcher uses a qualitative approach, because the researcher does not obtain data employing statistics or calculations but rather looks at phenomena and obtains data employing interviews, observation, and documentation. (Sugiyono, 2017) Through observation the researcher collects data on the process of implementing Ivan Pavlov's Theory in shaping Student Islamic Character, learning implementation methods, and all learning activities related to Ivan Pavlov's Theory in shaping Student Islamic Character, through interviews the researcher conducted with the Principal, Teachers, MI students, and MI students' guardians or parents, while in the documentation the researcher collects photos of the implementation of Ivan Pavlov's Theory in forming Student Islamic Character which can support research. By using data analysis techniques from Miles and Huberman's theoretical model, which consists of three stages, namely data reduction, data display, and verification/conclusion. This analysis technique is carried out interactively and continues continuously until complete so that the data is saturated. (Mattehew B. Miles, A. Michael Huberman, 2014)

## RESULTS AND DISCUSSION

In implementing Islamic Character at Aswaja Darul Falah Islamic Elementary School, the teacher, and headmaster made a design, namely first by giving names to each class with the names of the



Prophet's companions from grades one to six, namely Ibrahim, Uthman, Abu Bakar Assidiq, Zulaikha, Aisyah, Khadijah. To make friends as role models for instilling Islamic Characteristics in students (Muzakkir Walad, 2021). Then the teacher tells a story and composes a song from a friend's name which students can emulate and remember. The second is to perform duha prayers every day in the morning before carrying out learning. Students perform the Duha prayer with guidance from the teacher in each class where one student leads it. Carrying out the Duha prayer every day, it is hoped that it will add to the value of the Islamic Character of students (Issaura Sherly Pamela, et al, 2019).

The three principals and teachers planned to make a contact book and special report cards for Islamic assessment in which there were absences from the five daily prayers and absences from reciting the Koran at home. The liaison book is given to students and then brought home, the benefit is to keep monitoring and maintaining students' prayers even though they are not at school, so in this case the importance of supervision and cooperation from parents of students to achieve common goals (Ani Jailani, Chaerul Rochman, 2019). Before learning begins, the teacher checks the student's contact book, if there are holes in the prayer, the teacher orders students to make up the missed prayer. The fourth is to form the Islamic character that has been determined by the school for students with 9 commendable morals including Clean, Confident, Polite, Polite, Independent, Caring, Discipline, Trust, and Gratitude. In each month one of the commendable morals is applied every week using a different method, in the first week using the Islamic Story method, the teacher tells a theme related to the morals applied by telling an Islamic story related to the morals of that month. In the second week, using the song method, the teacher creatively makes songs according to the morals applied. It is expected that students can remember and apply it even though it starts from the song being taught. In the third week, the method used is using games, the teacher creatively associates games that can be integrated with morals at that time. In the fourth week, the method taught is by teaching hadiths or poems related to appropriate morals. The following is an example of the application of commendable clean morals at Aswaja Darul Falah Islamic Elementary School.

**Table 1. Implementation of Commendable Clean Morals at Aswaja DF Islamic Elementary School**

No	Method	Sunday			
		1	2	3	4
1	Islamic story	The story of Umm Mahjan Marbot Old Prophet's Mosque. Ummu Mahjan was so diligent in			



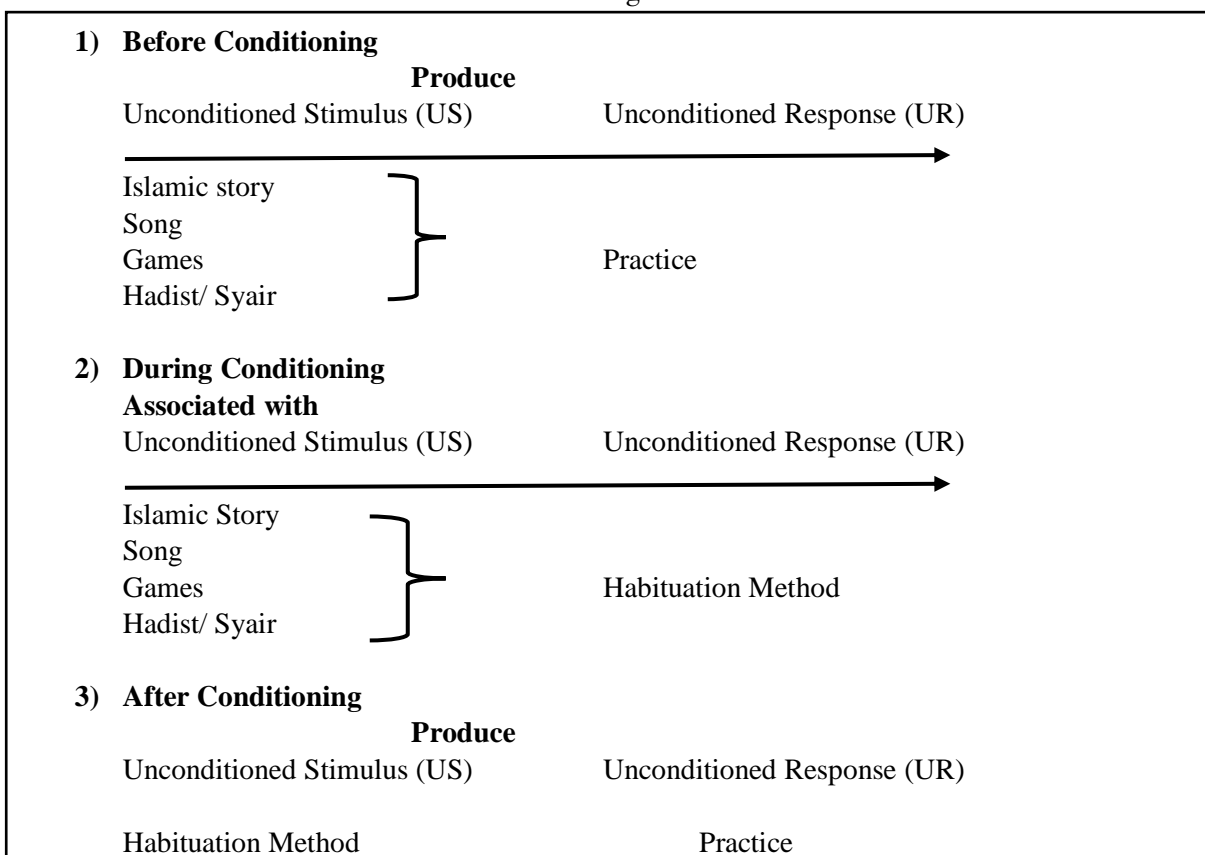
No	Method	Sunday			
		1	2	3	4
	cleaning the Prophet's mosque every day. In his old age old, he still istiqomah does his job. The figure of Umm Mahjan became one of the people who was highly respected by Rasulullah SAW.				
<b>Song</b>	-		<p>Hello my friend, take care of cleanliness Life will be cheerful,  Healthy all the time.  come on my friend  Wash hands you,  There are no germs again.  Of course, We like heart.  Hello Friends, Remember the Teacher's message, Rub tooth always,  Your sweet smile.  Hello my friend, listen my let me know, take care cleanliness, take care health.</p>		
<b>Games</b>				<p>“Game hunting rubbish produce gold ”</p>	
<b>Hadith / Poetry</b>				<p>الطَّهْرُ شَطْرُ الْإِيمَانِ</p>	

No	Method	Sunday			
		1	2	3	4
					( Cleanliness That etc of the ( branch of ) faith

### Ivan Pavlov's theory

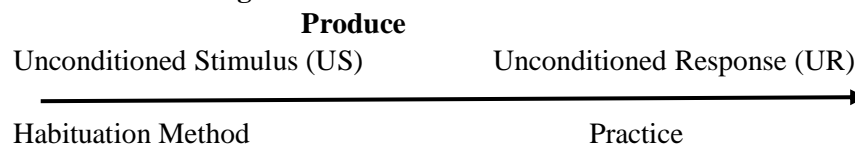
By using Ivan Pavlov's theory, there is a stimulus and response that is carried out continuously and becomes habituation for students (Saputra, 2022). At the beginning of its application, students still felt foreign and in a state of adjusting to their surroundings, from what had never been done to activities that were routinely carried out. The fact is that it will not be easy to feel, but if it is carried out in a serious, structured, and consistent manner, the desired goal will be realized (Cucu Sutianah, 2021). The purpose of this activity is to form good habits for students, the teacher applies the 9 morals by alternately and consistently doing these four methods. Ivan Pavlov's theory, called Classical Conditioning, is a theory that discusses new responses as a result of two or more stimuli occurring at the same time (Zazuk Mardkiyah, 2021). The contribution of Ivan Pavlov's theory to education is, first, the emotional reaction that occurs to the situation at hand cannot be learned or understood with classical conditioning. Second, the classical conditioning process can be used by teachers to learn more adaptive emotional responses (Molli Wahyuni & Nini Aryani, 2020).

**Chart 1. Ivan Pavlov's Classical Conditioning Process Modified in the Giving Method of Habituation**





### 3) After Conditioning



Treatment that is carried out repeatedly can affect mindsets and intellectual attitudes (Saputra, 2022). For example, conditioning tells an Islamic story about the story of Umm Mahjan the old marbot of the Nabawi Mosque which is carried out on Friday after the Imtaq is carried out at school, the teacher will invite students to listen to the story of exemplary together from the story told by the teacher and emulate good values in the story that was read in the first week, in the second week the teacher changed the pattern of refraction using the song method made by the school by modifying the existing song by changing it with words that could contain words of Islamic values, in the third week making games about Islamic values related to the discussion previously explained by the teacher, in the fourth week the treatment is carried out by introducing hadith or poetry which will be memorized and applied in the morning students every month will apply a pattern of refraction like this to instill Islamic character in students consistently to form a pattern of habits that will automatically be carried out by teachers and students at school. The class teacher will also be tasked with supervising and monitoring class supervision which is carried out routinely to see the extent to which progress has occurred during the conditioning process (Kurniawati et al., 2022).

#### **Problems of Implementing Ivan Pavlov's Theory in Forming Students' Islamic Character.**

Islamic character can be successfully carried out in schools with the help of school stakeholders to provide continuous direction and guidance to produce good results (Utami & Fathoni, 2022). The achievement of success in achieving a teaching and learning process goal is assisted by the abilities possessed by the teacher, the curriculum, the use of learning methods, infrastructure facilities, and the learning environment both in the natural, psycho-social, and cultural environment (Jumrawarsi & Neviyarni Suhaili, 2020). Teachers who have contributed to the success of classical conditioning which is carried out in schools must be carried out continuously, but what happens in the field is the opposite, namely the teacher feels that he is starting to be inconsistent in applying the conditioning pattern that has been set by the school because the class teacher has other main tasks. that must be met to support the learning process in the classroom. Teacher boredom can occur due to many supporting factors, including fatigue, limited funds for making learning media, piling up assignments, lack of technology and knowledge, and others (Sari et al., 2020). Because of the saturation experienced by the teacher when carrying out the habituation program, the expected results have not been carried out properly.

The problems found to support the process of implementing Islamic character at Aswaja Islamic Elementary School are the lack of counseling to be able to produce teachers who are creative in the teaching process, class teachers who are burdened with various tasks other than their main duties as homeroom teachers, lack of teaching infrastructure, lack of teacher cooperation in producing creative and other learning processes (Amka, et al, 2020). The gap that can be seen and felt also comes from a teacher, in schools, teachers are only required to be creative and competent in educating (Rozzaq et al., 2023). However, on the contrary, the process of developing and improving the quality of teacher competence has



so far only focused on the teacher himself, without any assistance from the government and school principals. So it is necessary for the awareness of leaders in schools and the government to continue to provide training to be able to support teachers who are competent in teaching (Dede Sopiandy, Takwa, 2022).

The success of an education sector is seen by the teacher, so basically the teacher cannot stand alone because there needs to be support from schools and the government to become competent teachers. (Guarantee, 2018). Because teachers have contributed to the progress of the world of education (Pratiwi & Ediyono, 2019). A teacher needs to have responsibility for the task of educating students, teachers must also be able to master basic skills in teaching to support success in the process of educating students at school (Pratiwi & Ediyono, 2019). Therefore the teacher must be able to continue to hone his abilities so that he can continue to teach skillfully which is also following the times that continue to develop. With various events that occur, it shows that environmental factors have a big role in building the character of students. Especially in the school education environment, teachers have a major influence in helping shape students' Islamic behavior (Pratiwi & Ediyono, 2019). Moral degrading behavior from large to mild is still a subject of concern for educators and parents. The habit of bullying friends and making fun of people often happens for trivial reasons. With various efforts taken for the betterment of the school, teachers do the best for their students, one of which is to make habituations that are expected to have an impact or influence on the character of students' values. (Ani Jailani, Chaerul Rochman, 2019)

By giving the habit of an Islamic moral guidance program it will give a big meaning to students in everyday life. There have been changes in students from their impolite attitude towards teachers and parents which have now changed for the better (Farida Asyari, 2019). Even though there are still some students who come late to school, and make fun of friends when the teacher is explaining. Habituation to Ivan Pavlov's theory is the right solution to tackling the degradation of students' moral crises (Haslinda, 2019). Instilling good and Islamic habits is considered not easy and takes a long time. Therefore the important role of the teacher is carried out consistently in guiding students' Islamic characteristics. A person's character is indeed very difficult to change because it has been inherent in him since he was little. because in childhood when newborn first education is derived from parents who are in the family environment (Hildani & Safitri, 2021a, 2021b; Rezekiah et al., 2022; Safitri et al., 2023; Wati et al., 2022). Planting Islamic characters in students is carried out with various methods carried out by the teacher including first using a model of telling the story of a friend that is following the applied Islamic character, secondly using a song model, the teacher creatively makes songs according to the theme and characteristics that are applied that week. In the three games, the teacher makes songs in class together in class. The four teachers look for hadiths or poems, then students memorize them. Doing these four methods repeatedly becomes a habituation for students. After the habituation is applied by the teacher, students will certainly have changes in terms of behavior and character (Muzakkir Walad, 2021). The change that occurred was the suggestion to pray, by performing midday prayers in congregation at the prayer room from grade one to grade six accompanied by their teacher. The formation of this Islamic personality can be formed with the habituation of Ivan Pavlov's theory, with the guidance and upbringing provided by the teacher, the child grows with good behavior. And vice versa, if a child is guided and nurtured with bad habits or ways, he will grow up with bad behavior as well so that it becomes a habit that is applied in his daily life and can even affect other friends. (Zazuk Mardkiyah, 2021)



The educational environment has an important role with the help of teachers and members/staff of institutions in schools. However, support from the school environment alone is not enough to improve the character of students. Therefore the need for the family environment as well, namely from parents plays a very important role because they are the first education that students get. So there are children who behave well and bad ones depending on the education given by their parents. Before carrying out habituation, of course, parents and teachers serve as role models or guidelines that should be exemplary for students, so that if parents have good character they will automatically produce children with good Islamic character as well. (Lampola Sitorus, Aldi Herindra, 2021)

## CONCLUSION

The form of habituation from Ivan Pavlov's theory in the formation of Islamic character values for students at Aswaja Darul Falah Islamic Elementary School can be done by first applying the nine moral characters, namely discipline, self-confidence, politeness, courtesy, independence, caring, discipline, trustworthiness. Through the four methods that have been made by the principal and teachers, they are 1) Telling Islamic Stories. 2) Songs. 3) Games, and 4) Hadith/ Poetry. Second, by giving the name of each class of students with the names of friends, with the behavior of friends, it is expected to be able to set an example for students to remember and then emulate. The third performs the Duha prayer every day with the guidance of parents. Fourth, the teacher and principal have decided to make contact books and report cards in which there are student absences and prayer absences. In the inhibiting factors, namely, first, teachers experience burnout due to many factors including fatigue, limited funds to make learning media, assignments that pile up, etc. Second, a lack of counseling for can produce creative teachers in the teaching process.

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