The effect of the application of Albert Bandura's behaviorism theory on the motivation and learning outcomes

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ABSTRACT

A teacher must be able to understand the theory of learning and learning in order to understand, motivate, and influence the motivation and learning outcomes of his students; behavioristic learning theory is one developed by Albert Bandura. This article aims to find out how the implementation of the Behaviorism theory approach from Albert Bandura affects student motivation and learning outcomes. Sampling in quantitative research using the Quasi-Experimental method using pretest, posttest, and control groups. The research design was tried using the saturated sampling method. The initial sample consisted of all VB class students, with a total of 25 students as a control class, and the second illustration consisted of all VA class students, with a total of 28 students as an experimental class. The results of the analysis show that the implementation of Albert Bandura's behaviorism theory approach using the experimental class MANOVA test gives significant results namely 0.011 is smaller than 0.05, so H0 is rejected and H1 is accepted. Based on this, there is an influence on the application of Albert Bandura's theoretical approach to student motivation and learning outcomes.

Introduction

Education is not only limited to aspects of learning theory and learning in the classroom but includes learning stages that have a crucial role in achieving educational goals. Because the educational process is one aspect of success. According to (Sutianah, 2021), education is a person's effort to get behavioral changes both emotionally, cognitively, and psychometrically, and is the result of the experience of interacting with the environment. (Kolb, 2015) says that complex learning structures allow for unique individual learning styles and process possibilities. Through the choice of one's own experience, humans will program themselves to change understanding through extension and intention. Studying, (Ruwaida, 2020) states that there are many different factors that can affect a person. Therefore, it is important for teachers to understand these factors in order to organize and manage their students well. According to

(Setiawan, 2017) Teachers also play a role in shaping the behavior to mature students. Meanwhile, Budiman's research conducted by (Huda & Maemonah, 2022) stated that changes in students' behaviors, attitudes, and abilities can be formed through training and experience. Therefore, good reasoning is very important for teachers to influence them. This understanding includes knowledge of theories from learning and learning that professionals later develop, including the behavioristic learning concepts of Albert Bandura.

A psychologist named Albert Bandura introduced and developed the concept of observational teaching (behaviorism). Introduce and develop the concept or idea of social learning, the concept of learning from behaviorism. The concept of learning behaviorism from Albert Bandura (Suwartini, 2016) is one of the psychological theories that focus on how the environment and experience affect a person's behavior. According to this theory, a person learns from their experience and can modify their behavior through observation, imitation, and environmental influences (Yanuardianto, 2019). Actually, this theory of behaviorism has long been applied by teachers. However, among the various theories that support this idea, the concept of Albert Bandura is often considered an important theory and must be known by teachers. Concepts or ideas that contribute significantly to developing learning programs such as learning modeling, program-based learning, the use of modules, and various other learning approaches based on the concept of stimuli or better known as social and behavioral theories. Attention to the relationship of response and reinforcement when the program of learning or teaching applies the concept of learning proposed by Albert Bandura (Mokoagow, 2022).

The application of the concept of behavior from Albert Bandura in the world of education aims to increase the percentage of student success in learning and learning motivation. according to the view (Maulana Maslahul Adi, 2020) of the behaviorism approach, teachers must provide reinforcement or rewards for students who perform the desired behavior, so that students tend to do these behaviors repeatedly. In elementary school, the implementation of Albert Bandura's theory of behaviorism can be done by providing positive reinforcements for students who complete tasks or give correct answers. In addition, teachers can provide examples of the desired behavior and motivate students to imitate it (Lesilolo, 2018). According to (Mubin et al., 2021), teachers should be able to make the atmosphere or environment in the classroom interesting so that they can captivate students by providing clear instructions so that students are interested and feel the value of these activities functionally. This approach is made to assist students in developing the ability or skill to assess the importance and relevance of activities.

Based on the results of initial interviews with teachers of class Va and class Vb of Nogopuro State Elementary School, the results obtained show that class Va uses Albert Bandura's theory

of behaviorism in conducting learning. Here, teachers consistently provide positive reinforcement and rewards to students who complete tasks or achieve specific goals. In addition, the Va class teacher of Nogopuro Public Elementary School also gives feedback to students who have completed assignments or presentations in front of the class. According to (Yanuardianto, 2019) Albert Bundara's behaviorism theory is very important to be applied to the learning process in elementary schools. Because many students will learn through observation of their surroundings, including teachers, parents, and the community who become examples or models for them. The student's connection between learning through observing their environment, such as teachers, parents, and society who are examples or models for them, has a strong impact on student motivation and academic results. The process of observing positive and inspiring role models can arouse students' enthusiasm for learning, increase their motivation to achieve similar achievements, and form patterns of behavior that contribute to better learning outcomes. Support and inspiration from a positive environment form an important foundation in guiding students toward optimal academic achievement.

The importance of applying Albert Bandura's behaviorism theory to the learning process has been studied by many experts, including an article written by Nurul Huda and Maemunah (2022) in which this article explains how to use Albert Bandura's modeling theory for fiqh problems in Madrasah Ibtidaiyah Umml Qura'. An article made by Herly Janet Lesilolo (2018) in which this study discusses how to apply the concept of learning behaviorism when studying in elementary school. As well as research conducted by Sugi Harni and Indina Tarjiah discusses the implementation of behaviorism theory in shaping the discipline of elementary school students (Harni & Tarjiah, 2018). The same focus, namely a review of the implementation of behaviorism theory at the bottom. However, the comparison of previous research with the research to be tried is previous research studying the implementation of Albert Bandura's theory in certain subjects and research that wants to be tried to examine the implementation of Albert Bandura's theory in the development of the discipline of elementary school students. The research that will be conducted discusses the influence of Albert Bandura's behaviorism theory in the educational process on motivation and learning outcomes in elementary school students. The purpose of this research is to find out whether the application of Albert Bandura's behaviorism theory in the educational process has an influence on the motivation and learning outcomes of students in elementary schools.

Method

This research uses quantitative methods with a quasi-experimental approach using the design of the pretest and control group design in which there are experimental classes and

control classes. This research was conducted at Nogopuro Public Elementary School and focused on 53 students of class Va and class Vb, where class Va is considered an experiment class and class Vb is considered a control class. The control class consists of 25 students, while the experiment class consists of 28 students. This research uses data collection methods in the form of interviews, observations, questionnaires, and tests. Interviews were conducted to obtain preliminary data. For the design of research instruments questionnaires and tests (pretest and posttest). The method of collecting learning motivation data was tried using a questionnaire device. This questionnaire consists of 10 questions. While the test instrument for collecting data on student learning outcomes consists of 20 multiple-choice questions that have been tested for validation using construct validation and then followed by the Kolmogorov-Smirnov test and Levene's test. Normal and homogeneous data will be analyzed using the MANOVA test to prove the hypothesis. Data analysis used in this research is descriptive analysis and inferential analysis. The criteria for drawing conclusions are if the significant value (p) < 0.05 then the H_0 data is rejected and the H_1 data is accepted. This means that there is a significant influence on the application of the Bandura Alert theory on the learning motivation and learning outcomes of elementary school students. In contrast, H_0 is accepted and H_1 is rejected if the significant value (p) > 0.05. This means that there is no influence on the application of Albert Bandura's theory on the learning motivation and learning outcomes of elementary school students.

Results and Discussion

1. Result

This research was conducted in three sessions. In the first session of research, an initial test was carried out in the form of a pre-test with the same questions between the experimental group and the control group. The next step is to give treatment to the experimental group and then a final test (post-test) is carried out on those who are given treatment (experimental group) and the group that is not given treatment (control group). Finally, the information obtained is then analyzed.

a.   Descriptive Statistic

1) Motivation for Learning

Variables from learning motivation data obtained from student motivation questionnaires were then distributed to control classes and experimental classes. The number of statements in the learning motivation questionnaire amounts to 10 points, with a maximum score of 50 points. The criteria for learning motivation questionnaires in this study were adopted from Hamzah's research (Syachtiyani & Trisnawati, 2021). The indicators of this variable include:

(1) aspiration to be successful; (2) need and encouragement to learn; (3) good expectations for the future; (4) reward for learning success; (5) activities while learning that are very interesting; (6) learning. This includes things that are useful for the learning environment. The motivational results are shown in the Fig. 1, from student learning while using Albert Bandura's theory based on questionnaires.

Fig. 1. Student Learning Motivation Score or Score based on Spread

It can be seen from the picture above that 14% of students get a score of 55, 7% get a score of 60, 21% get a score of 65, and 21% got a score of 70 in the experimental class. Then, 21% of students got a score of 75, 11% got a score of 80, then 4% got a score of 85. In the control class, 4% of students scored 55, 24% scored 60, 24% scored 70, 20% of students scored 75, and 8% of students scored 80 points. From this, it can be concluded that the lowest value of the learning motivation variable for the control and experimental classes is 55, the maximum value obtained from the experiment class has a score of 85, and the control class is 80. After calculating the number of scores, the analysis is carried out using descriptive statistical analysis. The results of descriptive statistical analysis are variables of motivation in the spirit of learning in the experiment class and control class, which can be seen in Table 1.

Table.1 Descriptive Statistics on Learning Motivation Variables

Descriptive Statistics					
	N	*Minimum*	*Maximum*	*Sum*	*Mean*	*Std. Deviation*
Experiment class	28	55	85	1922	68.64	8.283
Control class	25	55	80	1695	67.80	6.934
Valid N (listwise)	25					

Table 1, it can be seen that the control class and experiment class get a minimum motivation value in the learning of 55. The maximum value of the experiment class turns out to be > control class. The experiment class has a higher number of motivation values than the control class; the difference is 227. The experiment class has a motivation value of 68.64, and the control class has a motivation value of 67.68. The difference between the experiment class and the control class is 0.96. The standard deviation from the motivational variable for the experiment class was 8.283, and the standard deviation for the control class was 6.934.

2) Learning Outcomes

Student learning outcome variables are determined based on student post-test scores. Students who have been given treatment are then given a posttest that measures the impact of Albert Bandura's behavioral theory on student learning in experimental classes. Not only is the posttest class experiment carried out, but the control class is also carried out. The posttest questions that have been given to control class and experiment class students are the same, which is as many as 20 questions in the form of multiple choice. The results obtained from the experiment class and control class, namely the class can apply Albert Bandura's learning theory approach. Fig. 2 is the result of learning using Albert Bandura's theoretical approach in the control class and experimental class.
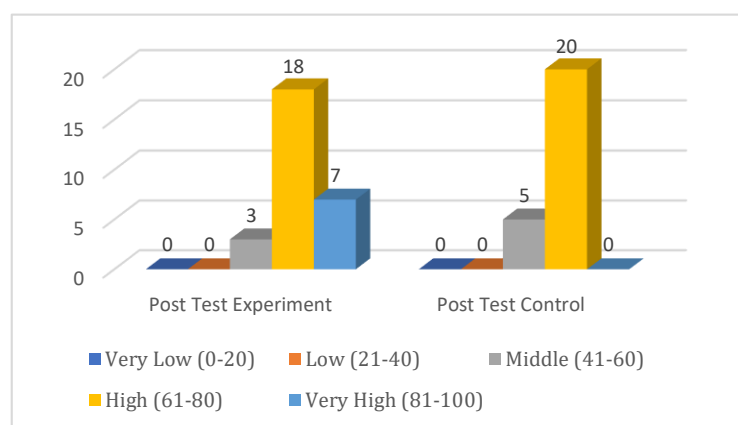

Fig. 2. Value Categories of Student Learning Outcomes

The experimental class has three types of evaluations and the control class has 2 types of evaluations. Types of experimental classes include medium, high, and extra-high categories. Control class types, on the other hand, are listed as medium and high categories. In the experimental class, 11% of students were in the medium category, 64% of students were in the large category, and 25% were located in the very large category. In the control class, 80% of students reached the large type and the other 20% reached the medium category. Therefore, it can be known if the results of learning students who have been given experimental class treatment are superior to classes that are not given special treatment (control class). The smallest score in an experiment class is at the bottom of the lowest score in the control class, and only students who have been given special treatment (Experiment class) can achieve very high scores.

b. Prerequisite Testing

1) Normality Test

Normality testing can determine whether values are normally distributed or not. This is because performing a MANOVA hypothesis test requires that the data be normally distributed

before the hypothesis test is performed. Because, if the values are not normally distributed, then hypothesis testing with the Manova test cannot continue. In this case, the distribution is said to be normal if the significance level is > 0.05. On the other hand, a significant value of < 0.05 is said to be an abnormal distribution.

(a) Learning Motivation Questionnaire Data

In Table 2 it can be seen that testing the normality of data from student learning motivation. It can be seen in the posttest normality test output Table 2, a significant score from the experiment class of 0.195. While the significant score n of the control class is 0152. Therefore, the significance score of the experiment class and control class is> 0.05. From this, it is known that the posttest of students in the experiment class and control class is normally distributed.

Table.2 The output of Data Normality Testing in Learning Motivation

One-Sample Kolmogorov-Smirnov Test			
		Variable kelas eksperimen	*Variable kelas kontrol*
N		28	25
normal Parameters [a,b]	Mean	68.6429	67.8000
	Std. Deviation	8.28302	6.93421
Most Extreme Differences	Absolute	.137	.150
	Positive	.099	.150
	Negative	-.137	-.144
Test Statistic		.137	.150
Asymp. Sig. (2-tailed)		.195	.152

(a). Test distribution is Normal; (b). calculated from data.

(b) Similarity testing (Homogenitas)

Similarity testing is used to be able to recognize information from research examples in control classes or experiment classes where variances are the same value. The homogeneity test was tested as a prerequisite for carrying out the Manova test. If the data is thoroughly distributed, then we can continue with the Manova test. Conversely, if the data is not thoroughly distributed, the Manova test cannot continue. Data is considered uniform if the significance level is > 0.05. If the significant level of data < 0.05, the data is not distributed as a whole.

(c) Questionnaire Data from Student Learning Motivation

The results of testing the similarity or homogeneity of student learning spirit data can be seen in Table 3. The output Table 3 is a motivation uniformity test; we can see that the significance value is 0.485. The value of the data above for the control class and experimental class is above the value of 0.05, so the motivation score in the students above can be said to be uniform data on the post-test student learning outcomes.

Table.3 Homogeneous Test of Student Learning Spirit

Test of Homogeneity of Variances					
		Levene Statistic	*df1*	*df2*	*Sig.*
Motivation	based on mean	.494	1	51	.485
	based on median	.286	1	51	.595
	based on the median and with adjusted df	.286	1	49.223	.595
	based on trimmed mean	.508	1	51	.479

(d) Data on Posttest Student Learning outcomes

The test results on the homogeneous test of post-test data can be seen in Table 4. Table 4 is a uniformity test, and the significant score is 0.091. The significance score used for the experiment class and control class above is 0.05. Then the data after the above test is declared homogeneous or uniform. The results of the uniformity normality test explained that the data on learning spirit and the results of student learning were normally and uniformly distributed. Therefore, the data that have been collected in this study can meet the conditions for hypothesis testing and can proceed to Anova testing

Table.4 Test Homogeneity of Learning Outcome Variables

Test of Homogeneity of Variances					
		Levene Statistic	*df1*	*df2*	*Sig.*
Learning outcomes	based on Mean	2.962	1	50	.091
	based on Median	2.664	1	50	.109
	based on the Median and with adjusted df	2.664	1	46.003	.109
	based on trimmed mean	2.932	1	50	.093

2) Hypothesis Testing

When the prerequisite testing requirements have been met, then test the hypothesis in this study using the Manova testing method. Manova testing is a test used to see the impact of the application of Albert Bandura's behaviorism theory approach on the motivation and learning outcomes of elementary school students. The hypothesis to be tested is; (1) H_0. The application of Albert Bandura's learning theory approach has no effect on the spirit of learning and the results of students studying at Nogopuro State Elementary School; (2) H_1: The application of Albert Bandura's learning theory does affect the motivation when learning and learning outcomes of grade five students of Nogopuro State Elementary School. The decision criteria are that H_0 will be accepted, and H_1 will be rejected when the significant value > 0.05. and vice versa. If a significant score < 0.05 then H_0 is rejected and H_1 is accepted. The results of Manova testing on the spirit or motivation of student learning outcomes are in Table 5. Based on the MANOVA test interpretation output table, a significance level of 0.011 yields a value of < 0.05. So H_0 is rejected and H_1 is accepted. Therefore, it can be known that the application of Albert Bandura's theoretical approach will affect the motivation and learning outcomes of students in

Nogopuro Public Elementary School.

Table.5 Table MANOVA test interpretation output

Multivariate Tests							
	Effect	**Value**	**F**	**Hypothesis df**	**Error df**	**Sig.**	**Partial Eta Squared**
Intercept	Pillai's Trace	.993	3464.881[b]	2.000	50.000	.000	.993
	Wilks' Lambda	.007	3464.881[b]	2.000	50.000	.000	.993
	Hotelling's Trace	138.595	3464.881[b]	2.000	50.000	.000	.993
	Roy's Largest Root	138.595	3464.881[b]	2.000	50.000	.000	.993
Teori Albert Bandura	Pillai's Trace	.164	4.903[b]	2.000	50.000	.011	.164
	Wilks' Lambda	.836	4.903[b]	2.000	50.000	.011	.164
	Hotelling's Trace	.196	4.903[b]	2.000	50.000	.011	.164
	Roy's Largest Root	.196	4.903[b]	2.000	50.000	.011	.164

(a). Design: Intercept + Teori Albert Bandura; (b). Exact statistic

2. Discussion

The application of Albert Bandura's theory of behaviorism has a significant influence on student motivation and learning outcomes at the elementary school level. Albert Bandura's theory of behaviorism posits that individuals learn through observation and imitation of the behavior of others (observational learning). Bandura refers to this process as social learning, in which individuals learn through interaction with their environment. According to (David, 2016) the learning theory of behaviorism emphasizes on the interaction between the social characteristics of the environment, and the perception of individuals in producing the behavior observed around them. This theory is often considered a link between behaviorism and cognitive learning theories, as it includes elements such as attention, memory, and motivation (Muro & Jeffrey, 2008). According to (Bandura, 1969) the ability of human beings to learn through observation allows them to acquire complex and integrated units of behavior through examples, without having to build patterns gradually through a tedious process of trial. Therefore, social learning theory is based on three concepts, namely learning through observation, learning through reinforcement, and learning through modeling (Manik et al., 2022).

The first concept of social learning is learning through observation. (Bandura, 1969) says that learning through observation is the process by which individuals acquire new knowledge, skills, and behaviors by observing and paying attention to the actions of others. Through observation, individuals can obtain information about what others do, how they do it, and what are the consequences of that behavior. By paying attention to competent or influential models, individuals can imitate, or model observed behaviors and internalize that new knowledge and skills. The process of learning through observation allows the human being to acquire complex and integrated units of behavior through concrete examples, thus playing an important role in development and skills.

Bandura in (Sulastri, 2016) mentions four processes that are important so that learning through observation can occur, namely: (1) Attention: before imitating others, it is important for observers to give enough attention to the person. The level of attention given can be influenced by the observer's relationship to the model, attraction or interest in the model, and the relevance or importance of the observed behavior to the observer; (2) Representation, the behavior to be imitated, must be symbolized in memory, both in verbal form and in the form of images/imagination. Verbal representations allow people to verbally evaluate observed behaviors and determine which ones are discarded and which ones to try to do; (3) Imitation of model behavior: after observing and putting it in memory, people then behave; (4) Motivation and reinforcement: learning through observation becomes effective if learning has a high motivation to carry out the behavior model. Observation may make it easier for people to master certain behaviors, but if the motivation for them is not there, there will be no process of punishing behavior. Imitation still occurs even though the model is not rewarded, as long as the observer sees the model gets positive traits that are a sign of a successful lifestyle, so it is believed that the model will generally be rewarded

The second concept of social learning is learning through reinforcement. According to Bandura, learning through reinforcement is a learning process in which individuals acquire or reinforce new behaviors based on consequences or reinforcement received. According to B.F Skinner (Oktavia & Maemonah, 2022), reinforcement is divided into two, namely positive and negative, reinforcement can be in the form of positive rewards reinforcement or rewards that increase the likelihood of the behavior occurring in the future, while negative reinforcement is reinforcement that reduces or eliminates unwanted consequences. Positive reinforcement can make students feel valued and encouraged to continue to develop their abilities and achieve optimal learning outcomes. Thus, the application of positive reinforcement within the framework of Albert Bandura's theory of behaviorism can contribute positively to motivation and improve student learning outcomes at the Primary School level. The opinion is in line with (Hadi et al., 2023) which says that the reinforcement given to students in schools is positive reinforcement in the form of praise, numbers, and stars. The application of positive reinforcement in the realm of elementary school has the effect of reinforcing desired behaviors and increasing student motivation to try and learn better. However, there are times when behavioral reinforcement makes behavioral consequences an escape from an unpleasant situation. For example, a teacher can free students from homework if they do well in class. If homework is considered an unpleasant task, then being free from homework is reinforcement. Reinforcement in the form of escape and unpleasant situations is called negative reinforcement.

The next learning concept is learning through modeling. Learning through modeling is a learning process in which a person observes and imitates the behavior of others who are perceived as models. According to (Mohamadi et al., 2011) when a person observes the behavior or achievements of others, they can learn and develop new skills or beliefs based on the experience. Modeling has the greatest influence when the observed model is similar to the observer and in situations where the observer has little personal experience (Mubin et al., 2021). In the context of primary school education, the use of this model or role model is one of the most important aspects. Elementary school students have a natural tendency to observe and imitate the behavior of others around them. By applying the theory of behaviorism, teachers can choose models or role models who are competent and show the desired behavior in the context of learning. For example, a teacher who has good teaching skills and is enthusiastic about learning will be an inspirational model for students. Through observation and imitation of positive behaviors from the model, students will be motivated to imitate and adopt desired behaviors, which in turn will increase their motivation in learning and result in improved positive learning outcomes.

So, by applying Albert Bandura's theory of behaviorism at the elementary school level, schools can create a conducive learning environment and motivate students. Based on the research results, the best indicators that affect the increase in motivation and student learning outcomes are encouragement and needs in the learning process. This indicator reflects the extent to which students feel driven by external motivation and needs, such as support from the environment, praise, or rewards for learning outcomes. This encouragement provides additional stimulation and support for students to stay motivated in learning. In such an environment, the use of appropriate models or role models can exemplify the desired behavior, while providing positive reinforcement strengthens students' motivation to learn and achieve good learning outcomes. In this process, students can develop social skills, imitate good behavior, and increase their competence in various fields of learning. In addition, the application of Albert Bandura's behaviorism theory can also help students overcome learning obstacles and difficulties, because they can see examples of models that have successfully overcome similar challenges. With the application of Albert Bandura's theory of behaviorism, elementary schools can provide an effective and holistic learning approach, thus increasing student motivation and learning outcomes in the cognitive aspect, especially at the level of understanding and analysis.

In addition to increasing learning motivation, modeling can also increase students' confidence. (Bandura, 1977) says that modeling can also increase motivation and confidence

because seeing others succeed can provide concrete evidence that desired achievements can be achieved. In the context of Primary School, students often have little personal experience in achieving learning goals that are new to them. In this case, engaging successful and competent models or role models can help students build confidence in facing challenges and achieving desired learning outcomes. When students see that the model they observed is successful and able to overcome obstacles, they tend to feel motivated and confident that they are also capable of achieving similar things. With effective modeling, students can develop their confidence, take risks in learning, and strive to achieve good learning outcomes.

Bandura in (Maulana Maslahul Adi, 2020) explains that there are several different types of motivation. First, there are past motivations. This is related to motivation which is emphasized in the conventional behaviorist concept approach. Then secondly, there is the promised motive, the motive we can describe. Third, there are obvious motives, such as looking around or remembering examples that can be imitated. In this theory, motivation becomes an important factor in learning, because individuals will tend to adopt behaviors that are considered to have positive rewards or results. Therefore, self-regulation is also needed so that students can increase their learning motivation. In addition, Bandura in (Aruan, 2020) also emphasizes the importance of self-regulation in increasing learning motivation. Bandura says there are three stages in the regulation process that takes place. First, is the self-observation stage, where a person looks at themselves and themselves and continues to observe them. They are aware of their current state and behavior. Second, is the evaluation stage, where people equate what they will observe about how they behave with specific dimensional standards. They evaluate the extent to which they meet expectations or achieve set goals. Third, the self-reaction stage, in which people hand out awards to themselves after successfully carrying out an evaluation of themselves. For their poor self-concept, Bandura proposes to improve it with the methods of carrying out self-observation, observing dimensional standards, and observing self-reaction. Thus, self-regulation is important in increasing students' learning motivation by paying attention to their self-concept and giving positive support to themselves after achieving the desired goals.

Based on the results of research conducted in classes Va and Vb of Nogopuro State Elementary School, there is an influence of the implementation of Albert Bandura's behaviorism theory approach in classroom education on motivation in learning and student learning outcomes in elementary schools. This indication can also be seen with the increase in the average score of the posttest or pretest in both classes. This increase in value score is a fact that there is an increase in learning outcomes and learning motivation towards education

before and after practicing Albert Bandura's behaviorism learning theory in learning in elementary schools. The increase in learning motivation and student learning outcomes can be established because students in the experimental class who received treatment by applying Albert Bandura's theory felt happy and motivated in the educational process.

In the experimental class, the teacher paid special attention to the utilization of positive reinforcement in shaping students' attitudes and motivation. the provision of positive reinforcement was carried out by the method of giving verbal praise and rewards in the form of stars every time students showed progress in achievement. This matter aims to make students feel valued and motivated to continue learning better. Not only that, teachers in experimental classes also function as models and examples for students. teachers behave and demonstrate the expected abilities, so that students are able to observe and imitate this behavior. In addition, in the educational process, teachers use educational strategies that are compatible with Albert Bandura's behaviorism theory. For example, organizing educational activities that link observation and simulation. Through these activities, students are able to learn directly, observing and relating to the surrounding environment. Teachers strive to produce interesting and interactive learning experiences so that students are also able to be actively involved in the educational process.

The experimental class felt a pleasant learning atmosphere because the application emphasized the importance of rewards or reinforcement. Rewards or positive reinforcement increase motivation in children's learning to achieve better learning outcomes. This theory is also able to provide rewards or reinforcement to children who have achieved or carried out certain tasks. In addition, students can also improve their learning outcomes with the use of modeling, which emphasizes the importance of the influence of the social environment in shaping learning behavior and motivation. In the context of learning, modeling is used to improve student's academic skills and achievements. Students can imitate and adopt behaviors and skills gained from the modeling they observeThe results of this research are in line with Albert Bandura's social learning theory perspective, a study on the influence of peers on learning motivation (Redhana, 2019) which found that peers can serve as role models for group members and provide an influence that is thought to be dominant in the group. In terms of learning, the presence of peers can have a good effect on motivating students to learn, including learning Hinduism. Peers provide inspiration, support, and motivation for students to be actively involved in the learning process. By seeing peers who excel or have similar interests, students tend to feel motivated to pursue success and improve their learning outcomes.

This is then reinforced by research (Mufida, 2021) on the effectiveness of modeling to increase students' learning motivation at SMAN 1 Pademayu. This research results in data that displays the effectiveness of group counseling by utilizing modeling methods in increasing student engagement at SMA N 1 Pademayu. As a result, it was found that group counseling using modeling procedures had a greater impact on increasing students' learning motivation. Through modeling, students become actively involved in the learning process and are more motivated to achieve their learning goals. In group counseling, students can observe and imitate desired behaviors from fellow students or even the counseling facilitator. This process helps students build self-confidence, increase their participation in learning, and overall improve their learning motivation. The results of this study indicate the importance of applying the modeling method in an educational context as an effective strategy to increase students' learning motivation.

Not only that, research (Ernata, 2017) was conducted to analyze the learning motivation of students through the provision of rewards and punishments at Ngalingan 05 State Elementary School, Gandusari District, Blitar Regency. Where teachers need to distribute reinforcement and rewards to students in applying behaviorism education. This research shows that reward and punishment can have a significant impact on a student's learning motivation. The right plan positively influences the further improvement of the educational process to achieve satisfactory results. Therefore, educators or teachers must always try to motivate students to be more interested in the educational process. One approach is to distribute rewards and punishments that are educational in nature. The research shows that most students, 73%, feel happy or excited when their work and assignments are appreciated by their teachers. 59% of students strongly objected to being late and being reprimanded by their teachers. Not only that, 64% of students agree that they feel embarrassed when they break the rules too often.

According to (Putri & Muhid, 2021), Albert Bandura's theory of social learning states that people learn through observation and imitation of others' behavior. In the context of education, this theory can mean that students can learn and increase their learning motivation by observing and imitating the positive behavior of others, such as teachers, classmates, or other inspirational figures. In addition, Bandura in (Zimmerman, 2010) said that motivation is closely related to self-efficacy as a consideration in learning planning. Self-efficacy is a student's belief that he or she is able to acquire skills and knowledge in accordance with predetermined standards. In the context of learning, self-regulation affects students' goal-setting and self-assessment decisions, providing encouragement and motivation to achieve high learning outcomes, and vice versa. (Adirestuty, 2017)

The results of this research are not different from the research conducted by Friska Mokoagow (2022) where it was found that the implementation of the learning cycle can improve student learning outcomes. Before the cycle was introduced, the average student pass rate was 47, 31. However, in the first cycle, learning outcomes were able to rise with an average score of 78, and 67. After that, in the second process, the results of student learning rose again with an average score of 87, 86. (Kurniawan, 2016) also supports this finding. The implementation of the Modeling The Way procedure was found to increase mathematics learning activities and achievement in grade 9 from 2012 to 2013. According to some research findings that do not change from the current research findings, it can be concluded that Albert Bandura's behaviorism theory can increase the enthusiasm and learning outcomes of students at Nogopuro Elementary School.

According to some of the research findings relevant to the current research findings, it can be concluded that Albert Bandura's behaviorism theory can increase motivation in learning and learning outcomes of students at Nogopuro State Elementary School. Teaching or education using Albert Bandura's behaviorism theory has a very high effectiveness than conventional learning or ordinary learning. There are several obstacles and barriers found when implementing the learning process using Albert Bandura's behaviorism theory. One of them is the individual differences between students. Each student has individual differences in terms of motivation level, interest, and learning style. Some students may be more responsive to Albert Bandura's behaviorism approach, while others may not be so responsive. Teachers or educators need to face the challenge of understanding individual differences and adapting Albert Bandura's behaviorism approach to suit the needs and characteristics of each student.

The effectiveness of Albert Bandura's behaviorism theory compared to ordinary or conventional learning can include: (1) learning motivation, Albert Bandura's behaviorism theory emphasizes the importance of using behavioral models and reinforcement in influencing learning motivation, this matter is expected to be able to provide good things for students learning enthusiasm. In traditional education, a student's motivation can be influenced by various aspects, including internal as well as external aspects such as individual interests, social support, and teaching methods used; (2) Student behavior, Albert Bandura's behaviorism theory can produce better changes in student behavior through the use of observable behavior models and appropriate positive reinforcement. In conventional learning, changes in student behavior can occur through teaching approaches that focus on providing information and instructions, but the influence of behavior models and reinforcement may not be as strong as in behaviorism theory; (3) Learning environment, the implementation of Albert

Bandura's behaviorism theory may require changes in the learning environment, such as the provision of observable behavior models, appropriate feedback, and consistent reinforcement. In conventional learning, the learning environment may focus more on conventional learning approaches such as lectures, individual assignments, or group assignments that do not always present appropriate behavioral models or consistent feedback.

Conclusion

With reference to the research analysis above, it can be concluded that the implementation of Albert's behaviorism theory has a significant impact on student's motivation and learning outcomes. Judging from the results of descriptive statistics, control class students and experimental class students have the same minimum value motivation of 55, and the maximum value in the experiment class is greater than the control class. The total motivation score of the experiment class is greater than the control class, with a difference in the value of 227. The average motivation score of the experiment class can be seen if the average difference between the experiment class and the control class is 0.96. As well as the standard deviation of the motivation variable for the experiment class of 8.283 and for the control class has a value of 6.934. For the variable of learning, it is concluded that students who have been treated (experiment class) have a better learning score than those who have not been treated (control class). The information obtained after going through the prerequisite test and creating homogeneous data and normal distribution data so can be continued with MANOVA testing. MANOVA testing output provides significant results = 0. 011 <0.05, H0 will be rejected and H1 will be accepted. This means that there is an effect of the application of Albert Bandura's behaviorism theory approach on the learning motivation and learning outcomes of Nogopuro State Elementary School students.

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