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international conference on  
economic business and  
social science

## Ivan Pavlov's Behavioristic Personality Theory in Learning to Shape Student Behavior

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### ABSTRACT

One of the schools of psychology that can increase the effectiveness of learning is behaviorism. by using Ivan Pavlov's theory of behaviorism in teaching to influence student behavior. The purpose of this research is to increase the efficacy and efficiency of learning. This research uses literature review or literature research strategy. Research journals, theses, textbooks, and publications related to the issues being discussed are sources of research data. Based on the data analysis, it was found that: Behaviorism is a learning theory that prioritizes training or habituation in the learning process and emphasizes aspects of behavior formation, including stimuli and responses that can affect changes in behavior as a learning outcome.

**Keywords:** Behavioristic Theory, Stimulus and Response, Learning

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## Introduction

The concept of learning is very important in the field of education because a teacher hopes to help students gain knowledge (Sipayung & Sihotang, 2022). Some people argue that by learning we can understand the behavior of students one by one. In its broadest sense, learning is a process that allows the development or modification of behavior. According to (Hanafy, 2014) Learning is an activity that changes human behavior in the form of relatively stable skills and is not the result of maturation or something that is temporary. Although learning and behavior change are often closely linked, not all change can be linked to learning. Examples include changes that a person experiences as a result of being affected by drugs, illness, or experiencing physical changes. In essence, learning is an intangible mental process. That is, it is difficult to notice how a person who is

studying changes. We can see only clear indications of a change in behavior. For example, a student nods his head as if paying attention, then it is not certain that the person is concerned with learning. Perhaps nodding is not because he is paying attention to the lesson and understands what the teacher is saying. It could be that he admires his teacher's style, admires his teacher's appearance, and so on. Conversely, even if a student looks sleepy or looks down, they don't always pay attention, maybe their brain and mind are digesting the teacher's explanation.

According to (Custers & Aarts, 2010) Human behavior is a mirror of how their hearts are portrayed, both consciously (*conscious state*) or unconsciously (*unconscious*), this image is associated with human behavior or treatment. Changes in behavior is an indication that an individual has gone through the learning process (Arsyad, 2010). Learners will experience more modifications, the more abilities they have. Learning outcomes can be used to describe these changes. Learning outcomes will be realized in several ways, namely, knowledge, understanding, skills, and attitudes which include the cognitive, emotional, and psychomotor domains (Husama, Fatmawati, & Setyawan, 2017).

Learning stigma that goes in one direction and is still often mentioned in the context of the learning process, this can hinder the achievement of maximum learning success standards. Therefore, to achieve effective learning, appropriate learning approaches and strategies are needed, in order to assist the learning process so that learning can run smoothly and can provide good learning outcomes for students. One of the schools of psychology that can increase the effectiveness of learning is behaviorism. One of the schools of psychology whose theory and practice influence the growth and development of learning. The behaviorist school of thought in educational psychology places a strong emphasis on the idea that humans exist as beings with activities that are manifested in observable external behavior (Malik, 2011). This flow of behaviorism was developed by several figures, including E.L. Thorndike, Ivan Pavlov, B.F Skinner, J.B. Watson, Clark Hull and Edwin Guthrie. One of the theories included in the flow of behaviorism is the classical conditioning theory pioneered by Ivan Petrovich Pavlov.

Ivan Pavlov, a great figure who is highly respected in Russia and the Soviet Union which received the Nobel Prize and *Hero of the Revolution Award* Ivan Pavlov's thought is worthy of being lifted into a study with the title "***Ivan Pavlov's Behavioristic Personality Theory in Learning to Shape Student Behavior***".

## **Research methods**

This research uses *Library Research*. *Library Research* is research that uses reading sources related to the topic of discussion (Ridwan, Suhar, Ulum, & Muhammad, 2021). The reading materials used are research journals, theses, textbooks, and papers that are appropriate to the topic of discussion.

Writing method *Library Research* obtained by searching for several articles on the portal website as a source of literature research or reading writing. This

article uses library research to obtain data. The data obtained from the search results are 5 journal articles. The search source for journal articles used was through the Google Scholar portal with the keyword Ivan Pavlov's Behavioristic Personality Theory.

## **Results and Discussion**

### **A. Biography**

Ivan Petrovich Pavlov was born in Russia on September 14, 1849, and died there on February 27, 1936. Both his parents were Russian citizens. His mother, Varvara Ivanovna Uspenskaya (1826-1890), was a devoted housewife, while his father, Peter Dmitrievich (1823-1899), was a poor country priest. Ivan Petrovich Pavlov was the eldest of 11 children. Ivan Petrovich Pavlov considered himself responsible for the family as the eldest son.

In truth, Ivan Petrovich Pavlov was not a psychology graduate and he didn't even want a psychologist's degree, as he was an avid student of physiology. His method of thinking was completely centered on physiology, and he had a strong anti-psychology stance as he considered it unscientific. He constantly tries to avoid words and psychological concepts when conducting research. However, because of his research on reflexes, Pavlov played an important role in the creation of behaviorist psychology, making his contributions to psychology very significant.

Physiology is the basis of Pavlov's education. At the University of St. In St. Petersburg, he first studied animal physiology before pursuing medical studies. After successfully defending his thesis on cardiac muscle function, he was awarded a Ph.D. in 1883. After that, he spent two years studying in Leipzig and Breslau. He was appointed director of the Department of Physiological Sciences at the Institute of Experimental Medicine in St. Petersburg. Petersburg and professor of pharmacology at the Military Medical Academy in St. Petersburg. Petersburg in 1890. Petersburg. He served as professor of physiology at the Military Medical Academy from 1895 to 1924, and he supervised the physiology institute at the Russian Academy of Leningrad from 1924 to 1936. He was awarded the Nobel Prize in 1904 for his work on digestion.

### **B. Core Concept of Personality**

Ivan Pavlov eventually developed several (classical conditioning), including acquisition, elimination, generalization, and discrimination along with the presentation of the traditional concept of conditioning, based on the findings of his studies with dogs (Baharuddin & Wahyuni, 2015) :

#### **1. Acquisition (Acquisition)**

The process of pairing a conditioned stimulus (such as a bell) with an unconditioned stimulus (such as meat or food) is known as an experiment, and the time period during which an organism learns to repeatedly link two stimuli (a neutral stimulus and an unconditioned stimulus) to elicit a

conditional response is known as a stage. acquisition of conditioning (Pratiwi, 2021).

According to this hypothesis, a stimulus must be presented before a reflex occurs in order to develop a new reflex.

## **2. Extinction and Recovery**

In his experiments, Ivan Pavlov found that if the sound of a bell (CS) was repeatedly presented without an accompanying stimulus (meat or food), the dog's conditioned response to the sound of the bell would diminish and eventually disappear. This process is called elimination / destruction (extinction). However, if the organism receives the conditioned stimulus one more time, the missing response may recover spontaneously, a process known as spontaneous recovery. When bells (CS) and meat/food (AS) were matched once again after removal/extinction, Ivan Pavlov noticed that the responses tended to be learned more rapidly than in initial training (Nevid, 2018).

"When the conditioned reflexes are re-established, it is shown that they not only regain their previous strength but frequently even surpass it. They frequently also become significantly more stable than previously" (Pavlov, 2010).

## **3. Generalization**

There is a generalizing phrase used in Ivan Pavlov's experiment. The basic process of transfer learning, generalization, involves the transfer of a conditioned response to a new stimulus that is comparable to the original conditioned stimulus. The transfer of responses from one situation to another is explained by generalizations. In generalizing, there are two things that must be considered in education, namely: first, stimulus conditioning occurs, then its effectiveness is not limited to that stimulus alone, second, the ability of the stimulus to cause a response will decrease after it is less similar to its original use. Generalizations abound in everyday life, in which circumstances people react similarly to certain stimuli/stimuli that are similar but different. When a dog is presented with food after the bell rings and the experiment is repeated, for example, the dog salivates as evidence that the dog is reacting to the sound of the bell. The dog will then behave similarly if it hears a tone similar to the ringing of a bell. This suggests that the combined strength of the stimulus is greater than the individual strength or difference.

## **4. Discrimination (Discrimination)**

The opposite of generalization is discrimination. Discrimination is a learning process that is used to produce a response to a stimulus and to determine whether a stimulus will cause a response or not (Santrock, 2021). Through selective reinforcement and suppression, discrimination in conditioning is created or brought about. Discrimination arises in classical conditioning when an organism reacts to some stimuli but not others. Or, as

it is sometimes said, discrimination occurs when people can distinguish one stimulus from another even though they are physically similar (Nurhidayati, 2012). Ivan Pavlov fed the dogs after the bell rang to create discrimination, but he did not feed them when he rang any sound other than the bell (Santrock, 2021). As a result, the dog only reacts (dribbles) when it hears the bell and does not react to all other sounds.

### **C. Human Nature**

Based on human nature, these behavioral theories and approaches make the assumption that humans are by nature mechanical or respond to their environment with minimal control, live in a deterministic world, and have little control over what one considers one's dignity. Humans are born into the world and respond to it in ways that shape their behavior patterns. The amount and variety of reinforcement a person receives in their environment influences their behavior.

The behavioral approach in the counseling process limits behavior as a product of intrinsic and environmental interactions. Counselors pay attention to observable behavior as a criterion for assessing the success of counseling. Human behavior is a consequence of learning, which can be changed by modifying and building on the learning environment. When the purpose of the counseling process is to change the counselee's behavior in order to solve problems, then it is a learning process or experience. Modern Behaviorism is the idea that human behavior can be understood using scientific principles and an organized and systematic practical approach to the counseling process. Human behavior is said to be the result of sociocultural conditioning rather than predetermined.

According to Pavlov, Humans develop ideas about themselves as a result of external stimuli. Without stimulation from the environment, people do not have the ability to control their self-concept. Learned helplessness is the idea that one cannot stop a negative situation from occurring or escape from it and then generalizes this idea to other situations.

Therefore, the subject's traumatic experience is not the only cause of the acquired helplessness, but also the apparent powerlessness to prevent it. Many animal species, including humans, experience this "acquired helplessness" syndrome when subjected to US hostility and other methods. Reluctance to act in order to maintain rewards or to avoid punishment, apathy, withdrawal, anxiety, depression, and approval at whatever happens are signs of learned helplessness. According to Seligman (1975), learned helplessness in humans can manifest as depression and may be a trait of those who experience so many failures in life that they quit altogether.

#### **D. Determinants of Personality**

Ivan Pavlov believed that through a series of experiments, unconscious variables could become apparent. Ivan Pavlov used classical conditioning techniques to show how people may inadvertently form attitudes and anxieties about other people. According to Ivan Pavlov, subconscious variables that manifest as reflex behaviors can be trained and managed through a series of certain therapies. If reflex behavior is consciously revealed, it can be changed. The environment around the person has a great influence on this subconscious element. Here, behavior is a collection of reflexes (subconscious factors). Controlling (becoming familiar with) these unconscious variables can be used to shape and control people.

#### **E. Dynamics and Development of Personality**

Pavlov thought behavior in constant relationship with one's environment could be used to understand personality. Reinforcement is a powerful tool for behavior modification and control which means that by praising someone for good behavior one can influence the person's behavior and control it. According to Pavlov's theory, there are basically two ways to change behavior, namely:

1. *Conditioning Klasik*, as known as conditioning respondents, because the reflex-stimulus-response linkage is used to teach behavior.
2. *Conditioning Operan*, Unlike classical conditioning, operant conditioning does not rely on automatic or reflexive behavior, making it much more adaptable.

#### **F. Implications for Guidance and Counseling**

Determine the effect of the theory of behaviorism put forward by Ivan Petrovich. To achieve effective learning, Pavlov had to understand the impact of incorporating psychology into the classroom in a way that emphasized the behavioral and psychological components of learning.

If applied to learning with adapted subjects in the right lesson, seeing the nature and quality as shown by Ivan Pavlov's classical conditioning theory is very simple and effective. This theory highlights the relationship between stimulus (S) and reaction (R), making it clear that it is very important for students to understand in order to be successful in the learning process. This effort can be achieved by asking the teacher to provide stimulus to students in such a way that they will respond to it.

As a result of this idea, instructors following Pavlov's paradigm would compile their lesson materials (RPP) in a ready-to-use format so that they could fully disclose learning objectives to students. The teacher doesn't give much of a lecture, giving quick instructions followed by self-solved examples or through simulations. Hierarchy of learning materials ranging from simple to complex. Completion of a particular skill divides the learning objective into manageable

parts. Learning is focused on producing measurable and visible results. The purpose of applying this theory, the authors found, was to challenge students' views of the information the authors provided. This analysis was carried out by utilizing Ivan Pavlov's theory of personality and classical conditioning theory. Because they believed the subject matter was uninteresting and boring at the time, students were not very enthusiastic. The author tries to compare this information with feed in an effort to change that perspective. The presenter will give food to each student who answers the question correctly. Students are more enthusiastic when dealing with the author's material, so that the strategy used by the author can be said to be successful.

## **Conclusions**

From the discussion above, it can be concluded that specific conditioning must be used repeatedly for certain behaviors to develop. Pavlov's approach is known as the theory of respondent conditioning or classical conditioning because conditioning requires some kind of inducement with something that can induce this action. According to Pavlov, the conditioning used in dogs can be used in humans as well. This can be seen from the author's experiments in filling out the material by juxtaposing food as an effort to change students' perspectives that the material is not boring.

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