



Flows in Learning Theory (Behaviorisme, Cognitivisme and Constructivisme)

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ABSTRACT

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Learning is an effort / effort to implement how humans learn, so that we can understand how the complex process of learning itself is. There are three learning theories that become the main perspectives, namely: behaviorism, cognitivism, and constructivism. Basically the 3 theories complement each other so that there is a main idea of its own. However, the most important thing of the three theories is how we understand which theory is good to implement in learning, this of course can improve the quality of learning. The research method is literature review or literature study, which contains theories relevant to research problems. The problem in this study is to find out how behaviorisme, Cognitivism and Constructivism in perspective of Education. In this section, an assessment of the concepts and theories used is carried out based on the available literature, especially from articles published in various scientific journals. The findings in this study are learning theory is the focus of attention on how one person can influence others so that the learning process occurs. And it turns out that there is a difference between learning theory and learning, Bruner revealed that learning theory can be defined as establishing a good learning method in order to obtain optimal learning outcomes. While the learning theory is called can be defined as a goal and explains how the learning process. From the theoretical study it can be concluded that in terms of the concepts of behaviorismis more the attitude or behavior of students, cognitivism is more knowledgeable about students and constructivism is more about building students' abilities.

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Pendahuluan

According to Wheeler, theory is a principle that explains a number of relationships between facts based on results and facts. Learning theory is a point of view on the learning process which refers to the view of the occurrence of a general process, which accommodates, inspires,

strengthens, and underlies learning methods with a certain theoretical scope. A theory is a systematic interpretation of a field of knowledge. Learning theory has the first function: learning theory describes the researcher's point of view on what aspects of learning are most valuable to learn, independent variables that must be manipulated and dependent variables that must be studied, research methods used, and what language should be used to express research, describe researcher's point of view.

Theory serves as: first, a guide and source of inspiration for research and scientific thought. Second, learning theory tries to pack a set of discoveries about the laws of learning into a relatively small space. Third: Learning theory explains in a creative way what learning is and why learning occurs the way it does. Thus, learning theory seeks to produce an understanding of objects, which is one of the goals of science and other forms of scientific activity. Theories represent our best efforts to determine the basic structure of the world in which we live. Starting with understanding the meaning of the above theory and relating it to the learner, learning theory can also be interpreted as an individual's perspective on why and how the learning process occurs.

Based on the conclusions above, there are various views or theories that explain how learning and learning occur. Theory of behaviorism, cognitivism, constructivism. The behaviorist view that sees learning as a visual and always measurable change in behavior, i.e., stimulus-response relationships contrasts with the constructivist view in which students construct knowledge through experience (Zalyana, 2016, p.74).

Introduction and literature review seamlessly merged into one continuous section, but depend on researcher wheater to merge or not. In this section, build your argument why your research still important, The purpose of this section is to provide an overview of the background of the research, then gradually move into more specific problems and research problems (research gap). In the end of this section is to provide an overview of "HOW" such how you will solve the research gap.

Example Of Introduction, The 2008 global financial crisis has prompted a renewed interest in banking regulation and supervision to safeguard global financial system. As a result, a number of reforms of the financial regulatory framework have been agreed internationally, most notably the Basel committee on banking supervision's reform package known as Basel III (Basel Committee on Banking Supervisions, 2010, b). While there is growing empirical evidence documenting the relationship between bank regulation, supervision and stability, there is still limited evidence, on the effect of the regulatory environment on bank efficiency. Notably, there is, yet, no consensus on the theoretical benefits of more stringent regulation and supervision on bank efficiency and performance.

Indeed, on the one hand, the public interest view suggests that official supervisors have the capabilities to eliminate market failure by directly monitoring and regulating banks. By doing so, tight regulation and supervision reduce corruption in lending, improve the efficiency of capital allocation, encourage competition and hence boost the efficiency of banks. Conversely, the private interest view suggests that powerful regulation and supervision are likely to lead to corruption in lending which impedes banking efficiency. According to this view, politicians and government supervisors maximize their own welfare and may not have incentives to fix market failures. They will rather use the regulation and their privileged positions to channel credit to special interest group, such as politicians.

Method

The research method is literature review or literature study, which contains theories relevant to research problems. The problem in this study is to find out how behaviorism, Cognitivism and Constructivism in perspective of Education. In this section, an assessment of the concepts and theories used is carried out based on the available literature, especially from articles published in various scientific journals. Literature review serves to build concepts or theories that form the basis of studies in research. Literature review or literature study is an activity that is required in research, especially academic research whose main goal is to develop theoretical aspects as well as aspects of practical benefits. So that by using this research method the author can easily solve the problem to be studied.

Cognitivism and Constructivism in perspective

Learning and learning are closely related and cannot be separated in educational activities. Learning and learning is meant to be a form of education that creates interaction between teachers and students. Teaching and learning activities carried out aim to achieve certain goals that have been formulated before teaching is carried out (Dahar, 2006, p.10).

Systematically use everything for teaching purposes. Learning is defined as the process of changing behavior as a result of the interaction of individuals with their environment. Behavior change for learning outcomes is sustainable, functional, positive, proactive, and directed. The process of behavior change can occur in various conditions, based on the description of educational and psychological experts. Learning, on the other hand, is a process of interaction between students and educators using materials, delivery methods, learning strategies, and learning resources in a learning environment. The success of learning and the learning process can be read from the level of achievement of educational goals. A teacher teaches well by achieving learning objectives.

The world of education has developed various types of learning theories that are considered the most suitable to be applied in schools. Over time, the perspectives of practitioners and educators have also experienced a paradigm shift in terms of concepts and learning objectives that students want to achieve. Behaviorism learning theory is one of the oldest learning theories developed in the 19th century. Although it sounds ancient, the theory of behaviorism is actually still widely used in the implementation of education. Note that there are several schools of learning, such as behaviorism, cognitivism, and constructivism.

1. Behaviorism

According to behaviorism, learning is a change in behavior as a result of the interaction of stimuli and responses. In other words, learning is a form of change that is experienced as an interaction between stimuli and responses in terms of the ability to act. One has learned something when it can be demonstrated (Nila Sari Latif, 2020). For example, children can not count multiplication. He had worked hard and his teacher had taught him diligently, but if a child could not practice multiplication, he was considered not learning.

According to this theory, the most important thing is the input in the form of a stimulus (input) and the output in the form of a response (output) (Maghfirah & Maemonah, 2019, p.91). In the example above, the stimulus is everything that the teacher gives to students, such as a multiplication list, teaching materials, work guidelines, or certain methods to help students learn, and response is the reaction or response of students to the stimulus given by the teacher. According to the theory of behaviorism, what happens between the stimulus and response is not considered important because it cannot be observed or measured. What you can observe are stimuli and responses. Therefore, everything must be measurable, such as what is given by the teacher (stimulus) and what is produced by students (response). This theory prefers measurement because it is important to see whether there is a change in behavior or not.

There are two main concepts of behaviorism, namely the process of operant conditioning and behavior modification. The process of operant conditioning (habituation of response behavior) states that the response occurs in the absence of a stimulus but that it occurs as a result of an unintentional reinforcement. While behavior modification is modifying someone's behavior by analyzing the behavior itself, analyzing is understanding someone why they behave the way they do and modifying is developing to help people change someone's behavior (Asfar et al., n.d, p.1).

Another factor that is considered important by the flow of behaviorism is reinforcement. Reinforcement is anything that can increase the occurrence of a response. When reinforcement is added, the response will be stronger. Likewise, if the reinforcement is reduced, the response will still be strengthened.

Regarding learning, behaviorism theory has the following characteristics: (a) Learning is a change in behavior. (b) the behavior must be visible at all times; (c) behavior must be measurable; (d) realize the importance of input in the form of input or stimulus and output in the form of output or response; (e) The function of the mind is to copy existing knowledge structures through thought processes that can be analyzed and classified. (f) Learning requires habit and practice. (g) What happens between the stimulus and response is considered irrelevant because it cannot be observed. (h) The only thing that can be observed and measured is the stimulus response. (i) Failure or inability to increase knowledge is a failure to be punished. (j) Emphasize reinforcement / reinforcement.

Learning strategy in behaviorism theory is defined as the way students learn and teachers teach in the perspective of behaviorism. According to behaviorism, learning is a change in behavior as a result of the interaction of stimuli and responses (Setiawan, 2017, p. 34). In other words, learning is a form of change that is experienced as an interaction between stimuli and responses in terms of the ability to act in new ways as an interaction between stimulus and response.

The above perspective affects student activities. There, students are conditioned to be passive individuals, ready to receive stimulation from the teacher or from anywhere. Therefore, when learning, students listen a lot, take notes, and repeat the stimuli given by the teacher. From the perspective of behaviorism, teachers play a very important role in providing incentives to students. So that students can respond well, students can: (a) familiarize themselves with conditioned behavior; (b) Repeat until it becomes a habit. (c) Trial and Error. (d) Listen and pay attention to the teacher's stimulation.

Applying the theory of wrong behavior in learning situations causes the learning process to be very uncomfortable for students. Even though the teacher is positioned as an active person. Therefore, from the perspective of behaviorism, the role of the teacher is: (a) the teacher, namely providing various stimuli; (b) Directing a rule, a command (guidance) paired with a stimulus. (c) adjusting environmental conditions so that students respond appropriately and students receive reinforcement; (d) Models that always explain student behavior. (e) provide simple instructions followed by examples, either alone or in simulation (Zalyana, 2016, p. 73).

2. Cognitivism School

"Cognitive" comes from the word "Cognition" which is similar to "knowing" which means "to know". In a broad sense cognition / cognition is the acquisition, arrangement, use of knowledge. Cognitivism learning theory is more concerned with the learning process than learning outcomes themselves. Baharudin stated that this theory is more concerned with attention than Internal events. Learning doesn't just involve relationships

between stimulus and response as in the theory of behaviorism, more than that learning with the theory of cognitivism involves a very complex thought process. According to the cognitive school, learning is an active mental process for acquiring, retaining, and using knowledge (Widyati, 2014, p. 178). According to this theory, knowledge is accumulated in children through a continuous process of interaction with the environment. This process is not carried out intermittently, but through a fluid, continuous and comprehensive process. This cognitive theory seems to be influenced by Gestalt psychology. Understanding the cognitive learning system consists of processing information in the brain, taking input from the outside world and all other systems, interpreting that input, and guiding problem solving and decision making.

Then cognitive learning theory is different from behavioristic learning theory, because learning theory Cognitive is more concerned with the learning process than the learning outcomes. The adherents of the cognitive school say that learning is not just involves the relationship between stimulus and response. Not like the learning model behaviorist who studies the learning process only as a stimulus-response relationship, cognitive learning model is also a form of learning theory that is often used This is called the perceptual model. Cognitive learning model says that a person's behavior is determined by his perception and understanding of the situation related to the learning objectives. Learning change is a perception and understanding that can not always be seen as visible behavior (Sekolah et al., 2020, p.77).

In learning cognitivism recognizes the importance of individual factors in learn without underestimating external or environmental factors. For cognitivism, Learning is an interaction between the individual and the environment, and it happens continuously throughout his life. In addition, this theory also recognizes the concept that learning is the result continuous interaction between the individual and the environment through the process of assimilation and accommodation. Cognitivism theory reveals that learning individual is the result of his mental interaction with the surrounding environment so that produce changes in knowledge or behavior.

In the basic concept of cognitivism, according to Ausubel, there are 2 concepts of subsum theory and advance organizer. The concept of subsum theory is a theory that connects new material with student knowledge, while advance organizer is a theory that contains old material that has been recognized by students but has a relationship with new material.

This theory also assumes that learning is the organization of cognitive and perceptual aspects to gain understanding. In This theory emphasizes the idea that the parts of a situation that occur in the learning process are interconnected as a whole. So that in this cognitive flow there are main characteristics. The characteristics of the cognitive flow that can be seen are as follows: 1). Emphasize what is in humans; 2). Caring for the whole of on parts; 3). Emphasize the role of cognitive; 4). Concerning the conditions now; 5). Emphasize the formation of cognitive structures.

According to Jerome Bruner who put forward the main idea based on classification. Bruner suggests that there are two main ways of thinking: narrative and paradigmatic enhancement. In narrative thinking, the mind is focused on activity-based thinking, promoting detailed thinking. In paradigmatic thinking, the mind goes beyond the specific and acquires systematic and categorical knowledge. In the first mode, your thought process becomes like a story or a drama. In the second mode, structured thinking is like connecting different basic ideas logically. This is where the discovery learning theory was born. In other words, arrange the way it is presented so that children can learn the material according to their abilities (Suparlan, 2019, p.79).

3. Constructivism

Constructivism theory is a theory that is familiar in the world of education. Constructivism means constructive. In the context of the philosophy of education, constructivism is an attempt to build a modern cultured life structure. Based on this explanation, constructivism is a theory that is constructive in nature, building in terms of ability, understanding, in the learning process (Waseso, 2018, p.63). Because by having a constructive nature, it can be expected that the activeness of students will increase their intelligence. Shymansky also said that constructivism is an active activity, where students can build their own knowledge, find meaning from what they learn, and is a process of completing new concepts and ideas with the framework of thinking that already exists.

In the constructivism learning model, there are several concepts, namely individual and social constructivism. Individual constructivism focuses more on human life while social constructivism applies more techniques to exchange ideas or ideas between individuals. According to one of the figures, Mark Baldwin, Constructivism comes from philosophy which was further developed by Jean Piaget. The philosophical flow of Constructivism departs from the epistemological thought of Giambabstista Vico, namely "God is the creator of the universe and man is the master of his creation (Khafifah, 2020).

Constructivism also believes that learners construct knowledge for themselves. The role of a teacher is very important in constructivism learning theory. Instead of giving a lecture, a teacher functions as a facilitator which helps the learner with his understanding (Asmendri & Sari, 2018, p. 609). The nature of knowledge in Constructive philosophy affects the concept of learning, which is said that learning is not just memorizing, but the process of constructing knowledge through experience (Budyastuti & Fauziati, 2021, p. 114). Furthermore, Piaget argued that every child since childhood already has a cognitive structure which is then called a schema. Schemas are formed by experience

Conclusion

Behaviorism learning theory is a form of change that is experienced as an interaction between stimuli and responses in terms of the ability to act. Cognitivism learning theory is more concerned with the learning process than the learning outcomes themselves. Constructivism is an active activity, where students can build their own knowledge, seek meaning from what they learn, and is a process of completing new concepts and ideas with the framework of thinking that already exists. So, in terms of the concepts of behaviorism, cognitivism, constructivism, behaviorism is more the attitude or behavior of students, cognitivism is more knowledgeable about students and constructivism is more about building students' abilities

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