Enhancing Discipline Through Operant Conditioning in Islamic Education at Elementary School Purnama 1

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Article Info

ABSTRACT

Purpose of the study: This study aims to identify and analyze the use of operant conditioning to improve student discipline. It is based on Islamic religious education and aims to investigate how teachers or homeroom teachers use operant conditioning in student interactions and how it affects discipline and character development.

Methodology: This study employed a qualitative approach with a case study research design, which seeks to comprehend the case's dynamics and context while generating a more in-depth understanding of the phenomenon under investigation—specifically, the use of operant conditioning by teachers to students at elementary school Purnama 1.

Main Findings: In this study, the form, procedure, and outcomes of using operant conditioning in schools, which is extremely important in establishing student discipline, will be revealed. When teachers or homeroom teachers consistently give rewards and punishments, children are likelier to be disciplined, which benefits the classroom learning process.

Novelty/Originality of this study: The study highlights the integration of operant conditioning within the context of Islamic religious education, emphasizing the teacher's dual role as a mentor and moral role model. It explores how this approach not only influences student discipline but also contributes to the moral and behavioral development of students, potentially improving both the quality of teaching and the formation of a better generation.

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1. INTRODUCTION

A vital component of human existence, education helps mold people's personalities and equip them to handle a variety of obstacles[1]-[3]. In addition to imparting knowledge, education seeks to develop people with high moral standards, knowledge, and abilities required in society[4], [5]. According to Amri, education is the primary factor in human advancement and development since it enables people to reach their full potential as contributing members of society [6]-[8].

One of education's primary objectives is developing students with a balance between scientific proficiency and religious beliefs[9]-[11]. Developing pupils' faith and piety is as important in Indonesian education as mastery of science and technology, even at the elementary school level. Islamic Religious Education (PAI) is crucial for developing students' moral fiber to comprehend and apply Islamic teachings daily [12]-[14].

Teachers and students work together to interact during the learning process[15]-[17]. The teacher's role in Islamic Religious Education is not limited to imparting knowledge; it also includes serving as a facilitator,

helping students comprehend, experience, and apply Islamic ideals in their daily lives [18]- [20]. For instance, Islamic Religious Education at SDN Purnama 1 aims to help students apply Islamic teachings in their daily conduct, notably in the discipline area, in addition to helping them comprehend them [21]-[24].

One of the key elements influencing students' achievement in the educational system is discipline[25]-[27]. However, various indiscipline-related behaviors, such as tardiness, failure to complete assignments, and noncompliance with school rules, are still prevalent in many schools[28]-[30], including SDN Purnama 1 [31]. This issue may affect students' future character development, learning quality, and academic performance[32], [33], [34]. Thus, the use of B.F. Skinner's theory of operant conditioning is one of the successful learning strategies required to instill discipline in students [35]-[37].

According to the theory of operant conditioning, human behavior can be influenced by giving rewards and penalties for behaviors[38]-[40]. The tendency is for positive conduct to increase when it receives positive reinforcement, such as praise or awards [41]-[43]. On the other hand, bad behavior that results in undesirable outcomes will decline [44]-[46]. Through learning strategies that emphasize positive reinforcement[47], [48], [49], such as praising students who exhibit discipline and responsibility, this theory can be used to shape student discipline in Islamic Religious Education instruction at SDN Purnama 1 [50], [51].

By using the idea of operant conditioning, teachers are primarily responsible for establishing discipline[52]-[55]. Using positive gestures like smiles, applause, or thumbs up to show appreciation is one tactic that can be used, such as giving praise or awards to students who arrive on time and finish projects on time[56]-[59]. Teachers can provide students with additional educational assignments as a form of discipline and rebuke them appropriately and educationally when they violate the rules by establishing repercussions for infractions [60], [61]-[63]. A teacher can also give examples of Islamic behavior in daily life, like urging students to keep their surroundings clean and follow the schedule of school activities[64]-[66], as well as interacting with Islamic values in daily activities like reading the Qur'an, praying on time, and showing respect for peers and teachers [67]-[69]. In order to encourage children to follow school rules and emulate the teacher's excellent behavior, teachers must not only give verbal instruction but also demonstrate positive behavior in front of the class. Teachers must maintain their attitude in front of pupils. Thus, they must be mindful of their behavior since they are watched by them every day [70]-[73].

According to studies carried out in different educational institutions, the use of the operant conditioning theory successfully enhances student discipline[74]-[76]. According to research by Arifin et al., positive reinforcement is more effective than punishment at creating disciplined behavior[29], [53], [54]. Research by Fidienillah (n.d.) and Apriliano et al., also highlighted how learning based on positive reinforcement can mold students into responsible and disciplined individuals[2], [3], [48], [76].

This study focuses on initiatives to enhance student discipline in Islamic Religious Education classes at SDN Purnama 1 by implementing the idea of operant conditioning, according to B.F. In Skinner's behavioural theory of operant conditioning, behaviour can be shaped by offering positive or negative consequences. Through the use of educationally oriented reinforcement and punishment techniques, teachers significantly influence how students behave in the classroom. This study strongly emphasizes integrating these methods into Islamic Religious Education's teaching and learning process.

Student discipline is key to developing an efficient and fulfilling learning process. In reality, many children continue to act in ways that are not reprimanded at school, such as arriving late, failing to complete homework, or breaking the rules. This issue affects students' development of morals and character that are consistent with Islamic principles in addition to their academic performance. A suitable and contextual approach is required to inculcate discipline in children from a young age, particularly through Islamic Religious Education subjects with great potential to mould character.

This study is innovative because it combines Islamic educational principles with the operant conditioning approach in the setting of public primary schools. In the past, this method was more frequently used in general education or student conduct rather than in the instruction of Islamic Religious Education in elementary schools. This study provides a fresh viewpoint on how to apply educational punishment and positive reinforcement within the framework of regular Islamic customs, like reading the Qur'an, keeping oneself clean, praying on time, and showing respect for peers and teachers.

This study will likely make a significant contribution to the field of education, particularly in the creation of Islamic Religious Education teaching strategies that prioritize students' affective and psychomotor needs in addition to their cognitive abilities. By putting operant conditioning into practice, teachers can be more methodical in presenting behavioural stimuli that align with Islamic beliefs. It is anticipated that this approach will increase the role of teachers as role models who behave consistently in front of pupils regularly while also fostering a more favourable and religious learning environment.

This study aimed to assess how well Islamic Religious Education instruction at SDN Purnama 1 improved student discipline through operant conditioning. Teachers, principals, and policymakers are anticipated to use the study's findings as a guide when creating educational initiatives that incorporate the development of

Islamic character. Additionally, this study can enhance scientific research in educational psychology and religious education by providing a relevant and contextual approach to student discipline issues.

2. RESEARCH METHOD

The qualitative approach This study employs a case study research design[77], [78], which seeks to comprehend the case's dynamics and context while generating a more in-depth understanding of the phenomenon under investigation—specifically, the usage of conditioning theory at SDN Purnama 1. Because there is a direct connection with respondents or research objects, qualitative research allows researchers to gather comprehensive data about the subjects under study [79], [80]. Documentation, interviews, and observation gathered data for this study. Using BF Skinner's behavioristic theory, researchers interviewed Islamic Religious Education instructors to discover more about how students learn in Islamic religious education programs [81]. Researchers also questioned if this was a good way to get pupils excited about learning. Following that, researchers saw the learning process at SDN Purnama 1 firsthand and documented data about fourth and fifth-grade children as part of the observation. Researchers can obtain a comprehensive grasp of the context of data in diverse circumstances by carrying out firsthand observations [82], [83]. Narrative analysis approaches will be used to analyze the data in this study. Students' memories or experiences are gathered through written narratives and interviews to complete the analytical process. The collected data will be examined to determine the format and substance of the narratives that students are expressing [84]. The analysis will also concentrate on how students create stories, interpret their experiences, and identify the personalities, beliefs, and habits mirrored in the story. The findings of the analysis will be applied to the research to gain a deeper understanding of the students' experiences [85].

3. RESULTS AND DISCUSSION

The use of Islamic religious education-based operant conditioning to enhance student discipline significantly impacts how well students learn in the classroom, where teachers' duties include more than just imparting general knowledge; they also include molding students' personalities. Since schools are the second-largest source of education for pupils after their parents, teachers bear a tremendous duty to their students. In addition to guiding and nurturing students, teachers can also provide technical support to raise student learning standards in the classroom.

Teachers' presence at school also contributes to character development, mentoring and supervision, motivation, fostering a positive atmosphere, problem-solving, and effective communication. Consequently, learning discipline will significantly impact students' learning achievement. It has the potential to not only influence but also improve student learning achievement; even when discipline is established, it serves as a motivator for other students to compete in raising their learning achievement. The following applications could be used:

3.1. How operant conditioning is used at SDN Purnama 1. a. Student Conduct

The attitude and behavior of students in adhering to the rules, conventions, and regulations in the school setting is known as discipline. This discipline is crucial for fostering a positive learning environment and developing ethically and responsibly minded students. In addition to serving the school's interests and reputation, discipline can reflect an individual's character for their future in the community.

The following are some aspects of school discipline: students must arrive on time, as per the established schedule; they must dress neatly by school regulations, as each school has its own rules regarding uniforms that students must wear according to the daily schedule; they must obey school regulations, as each school has its own rules that must be followed; they must maintain the cleanliness and tidiness of the school environment, which is a task for all members of the school community, including teachers and students; they must follow subjects well; they must behave politely toward teachers or older people; and they must take responsibility for their actions.

Although enforcing discipline in the classroom might be challenging, teachers must educate pupils about conduct and brain development. A teacher can help students become more disciplined by setting a good example. By doing this, the teacher provides verbal guidance and exemplifies positive behavior in front of the class, which encourages students to follow the rules and behave well. Teachers must preserve muroja'ah in front of their students because they are the ones whose behavior is watched by them daily.

Figure 1. At the flag ceremony, disciplined conduct and well-groomed attire

The teacher who is on duty at the gate will meet the children when they arrive at this school at 7 a.m. The pupils will then engage in regular activities like the morning exercise required of all SDN Purnama 1 students. However, before beginning the morning exercise, students in grades 5 and 6 must recite the Koran, with one of the on-duty teachers leading the reading of the Al-Quran surah. Students must also be present during the flag ceremony on Monday, which will be led by the principal or a principal representative (observations were conducted at SDN Purnama 1 on Monday, April 28, 2025).

The teacher typically greets the class and prays before instruction starts. After completing the morning exercise, students enter the classroom to participate in learning. According to the timetable set by the instructor, students must bring books during class time. Until break time, students must adhere to the lesson plan. Additionally, pupils are forbidden to physically or verbally disrupt other students once class begins. Pupils who attempt to disrupt other pupils will receive reprimands from the teacher.

Additionally, this school has begun conducting routine hair and nail inspections to identify pupils' hair or nails that may not adhere to school regulations. These checks are conducted every month in the second and fourth weeks. Each homeroom instructor conducts the checks, cutting the student's hair or nails. Parents of students who lament that their children can be challenging to work with when asked to trim their hair and nails at home also enthusiastically endorse this activity. Also, once a month, teachers frequently inspect kids' luggage to ensure they are not carrying anything inappropriate for primary school pupils, like toys unrelated to teaching, mobile phones, or sharp objects. Some students are challenging to mentor, which could be related to their age as they get closer to adulthood. This is particularly true during continuing learning since some students still do not understand a positive attitude. Both male and female students continue to arrive late to class and leave without permission. The transitions that male and female pupils go through during adolescence make it challenging to mentor. This affects not only male pupils but also female students, making them less likely to exhibit positive conduct.

The school environment as a whole and each student individually benefit from discipline in several ways. On the other hand, adverse consequences may occur if discipline is not implemented. Enhancing academic performance, developing moral character, teaching time management, boosting self-esteem, fostering strong social ties, and separating from bad behavior are all benefits of discipline for pupils. Creating a favorable learning environment, enhancing the school's reputation, decreasing behavioral issues among students, facilitating the teaching-learning process for teachers, and boosting program performance are some effects on schools.

An organized, cozy, and productive learning environment largely depends on school discipline. Students benefit academically and develop positive character traits for the future by becoming accustomed to a disciplined mindset. Thus, everyone involved—students, instructors, and parents—must contribute to establishing and upholding discipline in schools.

Starting with the number of kids who can gradually change to be disciplined in terms of time, attire, and behavior, the researcher can observe some pretty substantial changes based on the findings of the study that was carried out at the school. The principal, parents, and instructors strongly supported the establishment of incentives and punishments at this school. He also urged that the discipline system be maintained for the upcoming years.

The teacher informed every student of the new rules that would be in place before the application of rewards and penalties. Naturally, many pupils at this school objected and argued, believing they would no longer feel free. However, when the teachers asked parents or guardians what they thought of the new rules at school, they said they were satisfied with them since they may help mold the pupils' character.

The use of rewards and penalties to enhance student discipline at SDN Purnama 1 is effective, according to the data presented in the field relevant to the first study's focus. The following are the incentives and sanctions that SDN Purnama 1 teachers implement:

Table 1. Lists the rewards and punishments that SDN Purnama 1 teachers administer.

Reward	Punishment
Cash	Maintaining a clean school environment
A certificate of achievement or a trophy	Standing in front of the class
Accolades	Added assignments
Excellent grades	The homeroom teacher is issuing a warning as punishment (examples of incentives and punishments applied)

The teacher will first provide a verbal warning to unruly kids, after which they will be called into the teacher's room and given guidance and encouragement. In the second phase, the teacher assigns more homework for the pupils to complete at home. This will have the deterrent effect of giving them more knowledge and making them less likely to make the same mistakes again.

Suppose the warning and extra assignments are insufficient to deter the student. In that case, the teacher will meet with the principal to solicit recommendations or opinions to share with the kid. The administrator would often call the student to deliver a letter requesting a meeting with the parents. In the meantime, kids who behave well and receive good grades from the teacher will receive some incentives, like food, cash, books, or praise. This is done to motivate the student to perform better and inspire others.

Student motivation can be raised by reinforcing desired conduct with a reward system, such as stickers or positive points. One example of positive reinforcement is the reward system. The offered reward should be alluring and pertinent to the desired behavior. Positive reinforcement can raise student motivation by making students feel content or inspired to repeat the behavior.

When desired conduct is rewarded with praise or other positive reinforcement, it is more likely to be repeated. Sound reinforcement is the term used to describe praise or good recognition. Because pupils will feel pleased or inspired to repeat the conduct, positive reinforcement can make the behavior more likely to be repeated.

Students will be encouraged to keep up their good work and follow the rules by receiving prizes. One type of constructive criticism that is crucial in teaching is praise. When appropriately used, praise can help students develop their self-confidence, motivate them, and support academic and extracurricular accomplishments. Teachers in schools also use praise when their students receive the best grades or accomplishments, exhibit good morals, and so forth. The awards must consider their beneficial benefits while avoiding unjust treatment and adverse consequences. Research analysis typically reveals that awards given to students who excel are typically in the form of gifts, stationery, and money if the student receives the best grades and accomplishments out of all the students in the school. Awards should be created to promote holistic student development and reflect the values and educational goals desired by the school.

Among other things, discipline is adhering to standards, rules, and regulations. One definition of student discipline is when students follow the rules on how to teach and learn in the classroom, such as when they arrive and go, how they dress, and how they participate in class activities. In Purnama 1 school, discipline often consists of various guidelines, standards, and practices to establish a secure, well-organized, and productive learning environment. The goal of school discipline is to assist kids to learn responsibility, obey the rules, and become responsible, disciplined adults.

It is possible to improve pupils' behavior and discipline by using rewards and penalties. The teaching and learning process will be better and more successful if the students are more disciplined. The purpose of assigning rewards and penalties is to motivate every student to improve and avoid making the same mistakes twice.

3.2. The procedure for enforcing student incentives and penalties

3.2.1. Selecting the type of reward and penalty
Teachers at SDN Purnama 1 started to see that they required a more focused strategy to mold favorable student conduct. They, therefore, agreed to implement the ideas of B.F. At the weekly teacher meeting, Skinner's operant conditioning theory calls for rewarding positive behavior with reinforcement and punishing undesirable behavior with punishment.

"What kind of rewards and punishments are suitable for elementary school students?" was a crucial query that emerged, nevertheless.
 a. Including Field Observations and Teachers
First, grade 4 teacher Mrs. Mina and grade 5 teacher Mr. Samsul observed how the students behaved in class and during recess. Positive actions like raising hands before speaking were observed, Finishing tasks on schedule, Aiding companions. Negative actions like running around in class are also included; Speaking as the instructor explains, Not completing assignments.

The instructors then talked about how to modify the type of reward and punishment to fit primary school pupils' developmental stage and emotional requirements.

b. Selecting the Positive and Negative Reinforcement Form of Reward

The educators concurred that incentives have to be; Easy to understand and engaging for students, Immediately following positive behavior.

SDN Purnama 1 uses the following incentives; Star stickers affixed to student nameplates, Giving students direct compliments: "Wow, you are amazing today!", Benefits like conducting morning prayers or serving as the group leader, Small rewards, such as adorable pencils, character erasers, or storybooks (if a specific quantity of stickers is gathered), Negative reinforcement is also used: conscientious students are excused from cleaning responsibilities or do not have to redo assignments.

c. Selecting the Type of Punishment (Negative and Positive)

The goal of punishment must be to Educate, not degrade, Adapted to the error level, and Focus on progress rather than retaliation.

The following are the sanctions selected at SDN Purnama 1; Firm verbal warnings that are clear but courteous, Rewriting homework if it is done carelessly, Getting moved if they keep talking, As a kind of positive discipline, disruptive pupils must read the lesson summary in front of the class, Negative punishment: kids who don't complete their homework can't play during recess.

Choosing incentives and penalties involves more than just giving them out; it also involves figuring out what the kids' needs are, adapting to their age and situation, and making sure that each consequence may influence behavior constructively. This method led to significant modifications at SDN Purnama 1. Based on a fair and consistent approach, teachers found it easier to control the class, students became more disciplined, and students grew more excited about learning.

3.2.2 The Regular Application of Rewards and Penalties at SDN Purnama 1

It is challenging to provide a 100% guarantee when using operant conditioning on kids at SDN Purnama 1 due to a number of reasons, including the fact that children from broken homes typically have distinct emotional needs and need various kinds of care. Teachers must be adaptable or flexible in dealing with students' attitudes and change their approach so as not to worsen the child's psychological condition. For example, children who experience a lack of attention from their families due to their busy work schedules may require more positive reinforcement to fill the emotional void.

To carry out the demands of character education, a person must possess both IPTEK (Science and Technology) and IMTAQ (Faith and Piety) and morals that may serve as role models. This will make morals the most crucial aspect of communal life. As a result, it is essential to develop habits that are followed during or after coursework through extracurricular activities. In addition to extracurricular activities, instructors also serve as role models or examples in other activities. SDN Purnama 1 follows Ahlussunnah Wal Jama'ah, and these examples can serve as recommendations or regulations for pupils, such as how to behave, speak, and interact with others by Islamic law. Respecting parents is another way that the teachers at this school demonstrate how to treat religious people. The first tactic is to provide explicit guidelines, such as that pupils must fully comprehend the rules and the repercussions of their actions. Positive reinforcement through compliments, prizes, or incentives is the second strategy. The third is to establish a systematic reward and punishment system, discipline consistently and equitably, and serve as a consistent role model. Consistent use of this method will help pupils comprehend expectations and, over time, form positive discipline habits.

Table 2. Operant conditioning establishes consequences that raise or lower the probability that a behavior will recur.

Types of repercussions	The goal	Instances of discipline-specific applications
Sound Reinforcement Rewarding.	Praising good conduct will increase it	Students who consistently submit homework on time should receive praise or small gifts.
Reverse Reinforcement	Eliminates what they dislike to increase good behavior.	Releasing pupils from further assignments if they have successfully finished the primary task.
Good Punishment	Lowers inappropriate behavior by introducing unpleasant penalties.	Students who frequently chat during class should be given extra assignments.
Negative Repercussions	By taking away what people enjoy, harmful conduct can be reduced.	Cutting down on break time for students who frequently arrive late for class.

Discipline in the school environment is an essential factor in shaping character and increasing learning effectiveness. One method that can be used to instill discipline is Operant Conditioning, a learning theory developed by B.F. Skinner. This theory emphasizes that behavior can be formed through the consequences given after specific actions.

Limited resources can also be an obstacle to the consistent application of this theory because teachers face a large number of students with diverse characters; this situation can also complicate the truly consistent implementation because teachers can be tired or distracted by other factors, and the teacher's subjective perception of violations or behavior can vary depending on the situation.

His approach reflects a contextual awareness that every child is unique, and rigid methods can be counter-productive. His principles align with child-centered learning, such as looking at surface behavior, analyzing the causes behind the behavior, and providing positive reinforcement sensitive to the child's needs, for example, more verbal affirmations for children who lack affection at home. Examples of the implementation carried out by the teacher are children who are aggressive due to lack of attention. The teacher does not punish them harshly but gives them assignments and responsibilities so that the child feels appreciated. Children who often skip school because their parents are busy will be given positive reinforcement when their attendance is complete for a whole week.

For the implementation of discipline to be effective, consistency is essential. Consistency means that the rules and their consequences must be applied repeatedly, fairly, and without exception. If punishments or rewards are used inconsistently, students will be confused and will not consider the rules as something that must be obeyed. In addition, consistency also helps students understand the cause-and-effect relationship between behavior and its consequences so that they can better internalize the values of discipline.

In addition, when applying discipline based on operant conditioning, it should be noted that punishment should not be demeaning or damaging to students' self-confidence. Punishment must remain educational and aim to improve behavior, not just provide a deterrent effect.

On the other hand, positive reinforcement must be given correctly not to make students too dependent on external rewards. Therefore, it is essential to teach students that discipline is a value they must uphold because of rewards or punishments and because it is part of their responsibility as students.

3.2.3 Making Discipline a Learning Model

In learning, discipline can be applied by making it part of a systematic learning pattern, where students are encouraged to follow the rules and understand the benefits of discipline in their lives. Through direct experience, students learn that disciplined behavior brings positive consequences, while undisciplined behavior can produce undesirable impacts.

Operant Conditioning works by reinforcing and strengthening disciplined behavior and punishment to correct inappropriate behavior. Reinforcement can be through praise, awards, or additional opportunities for students with high discipline. Conversely, punishment can be provided as extra tasks, loss of privileges, or reflection to help students understand the consequences of their actions.

By making discipline a learning model, students learn about the rules and experience firsthand how discipline can help them achieve academic and personal goals. Through this approach, discipline is no longer forced but is learned and internalized as part of the student's self-development. (The interview was conducted on Tuesday, April 29, 2025, in class VI)

Figure 2. Sixth graders' state during the structured learning process

3.3 Operant conditioning application results

"I support it because children who do good when they receive an award or praise will consistently do that good, so the rewards given to students both in spiritual and religious competencies are given both verbally and in actions such as giving gifts," said Mr. Ely Purnomo, S.Pd., the principal, in response to the use of operant

conditioning. The institution highly values operant conditioning, which can assist in shaping student behavior both inside and outside the classroom.

For educators, learning theory is crucial to the process of student learning. According to Skinner, the theory of operant conditioning has a role in education, as evidenced by the existence of both pleasant and painful control. To properly implement the Operant Conditioning Theory, teachers must act as direct controllers of students' learning activities by identifying appropriate language to convey the lesson content and then attempting to reinforce students' responses immediately.

The following are some of the theory's flaws: students are a process of mental activity only seen as a symptom from the outside, but the learning process may be directly examined. While learning occurs automatically, each person possesses cognitive abilities such as self-direction and self-control, allowing them to refuse if they choose. Furthermore, given the physical and psychological distinctions between people and animals, the human learning process is associated with incomprehensible animal behavior. The following are some benefits of this theory: The operation conditioning hypothesis has the advantage of encouraging teachers to value each pupil, eliminating the need for punishment. The creation of a favorable atmosphere to reduce errors supports this. The act of reinforcement itself encourages appropriate behavior by desires.

Students will become more engaged in their studies if they receive gifts. This also applies to the awarding of grades that students have been promised by their teachers. Pupils who receive challenges from their teachers are more engaged and motivated to complete the assigned work. The involved kids must complete the assigned activities with great activity and enthusiasm. Additionally, praising high-achieving pupils inspires other students to strive for similar success.

This is consistent with the benefits of Skinner's theory, which is that it motivates people to act appropriately by their desires when reinforcement is used. There are benefits to giving negative reinforcement in addition to the benefits of providing positive rewards. By offering negative reinforcement to pupils who misbehave, such as reprimands, rage, shouting, and hitting, they are deterred, and their conduct shifts to positive. This is another benefit of negative reinforcement. But this is individualized, based explicitly on the students in question. (conversation with Mr. Ely Purnomo, S.Pd. on Tuesday, April 29, 2025, about the use of operant conditioning with the principal of SDN Purnama 1).

Figure 3. The researcher assesses the principal's use of operant conditioning at SDN Purnama 1

This study shows that students' understanding of rights and obligations significantly influences their discipline in the classroom. These results indicate that introducing material on rights and obligations to students can improve their level of discipline in the classroom. Therefore, it is recommended that elementary school teachers include rights and obligations material in the learning curriculum; rights and obligations are given to students. Student rights include the right to receive an education, the right to be treated well, the right to speak and express opinions, and the right to receive protection from violence and discrimination.

Meanwhile, student obligations include the obligation to be present on time, the obligation to obey school regulations, the obligation to maintain cleanliness and tidiness, and the obligation to respect the rights of others. By understanding the rights and obligations of a student, they will have a disciplined attitude. A disciplined attitude is critical to apply in schools. A disciplined attitude will shape an individual's attitude, which is formed from various behaviors known as obedience and rules guided by moral values. Disciplined students are students who consistently obey the laws.

At SDN Purnama 1, several teachers also noticed that some students' behavior was becoming less disciplined. Many came late, did not do their assignments, and often chatted while the teacher explained. This

situation made the learning atmosphere less conducive. So, the teachers decided to try a new approach: Operant Conditioning.

A 4th grade teacher, Mrs. Rina, was one of the first to implement it. She started with positive reinforcement by giving star stickers and praise to students who completed assignments on time or dared to ask questions. Within a few weeks, more and more students began to be enthusiastic about completing tasks and getting a small sticker that could be exchanged for a simple prize at the end of the month. They felt that their efforts were appreciated.

On the other hand, students who had previously often come late began to change when Mrs. Rina used negative reinforcement. They were exempted from additional Friday assignments if they arrived on time for a week. The students felt lighter and tried to maintain good habits.

However, not all students changed with just reinforcement. Some still liked to make noise. For that, Mrs. Rina applied positive punishment to those who were noisy and asked to come to the front of the class and read poetry or rhymes. At first, they were embarrassed, but eventually, they learned to maintain order so that they would not get such assignments again. Meanwhile, Mr. Samsul, a 5th-grade teacher, tried negative punishment. Students who did not obey the rules were not allowed to play during recess. This made some children who used to be noisy finally think twice because they enjoyed playing time.

After two months of implementation, the results began to be visible. The classroom atmosphere became calmer, students were more enthusiastic about learning, and the level of tardiness decreased drastically. Teachers found it easier to manage the class, and students became accustomed to the rules and consequences. They knew that good behavior would be appreciated while bad behavior would have consequences. Operant Conditioning is not just a theory but has become part of the learning culture at SDN Purnama 1. This success story shows that positive behavioral change can be achieved with the right approach, and students can grow in an educational, fair, and fun environment.

The study's findings demonstrated how well SDN Purnama's student discipline has improved when the Operant Conditioning theory has been applied by offering positive reinforcement through praise, symbolic prizes, and a point system. This is consistent with the view of B.F. Skinner (1953)claimed that consequences, particularly reinforcing, can shape and sustain behavior [29]. The behavioristic learning theory of B.F. Skinner emphasizes how rewards and penalties shape behavior. This theory is highly applicable in Islamic Religious Education (PAI) instruction at TaQu Cahaya Ummat Mataram Elementary School, particularly in fostering positive study habits and attitudes consistent with religious principles [53].

Students are encouraged to repeat disciplined behaviors like being on time, following class rules, and finishing projects on time when they receive frequent positive reinforcement. This supports the fundamental idea of the operant conditioning theory, which holds that actions that result in positive outcomes are more likely to be repeated. To help children understand the value of discipline, the results also indicate that some pupils still require a cautious negative reinforcement strategy, such as removing their right to rest if they disobey the rules [54]

Since the start of SDN Purnama 1, the school has enforced strict rules for students and instructors. Since teachers serve as role models for students, we prioritize teacher discipline before establishing student discipline. Teachers at this institution are, therefore, required to arrive before students. If there is a teaching hour, always show up to class and dress nicely, and if a teacher does not show up consecutively, we will not assign them any more teaching hours. This lends credence to the evolution of operant theory in the educational setting, highlighting the necessity of various contextual reinforcement techniques. Operant conditioning is not only pertinent but has also been shown to work in primary school settings, particularly when developing and enhancing student discipline behavior [33].

Students' attitudes toward school rules also changed due to SDN Purnama's Operant Conditioning deployment. Initially, disobedient students started to take an active role in upholding classroom discipline [70]. This demonstrates that students' affective qualities, in addition to their outward conduct, can be impacted by the habituation process through reinforcement. Eddy's (2020) assertion that positive reinforcement enhances performance and cultivates attitudes that promote learning behavior is supported by this [38]. Nevertheless, this study also discovered occasional problems with the theory's implementation. Some pupils responded to the reinforcement more slowly than others. Depending on the student's personality, different reinforcement strategies and an individualized approach are required in this situation. This discovery adds more complexity to the operant conditioning theory, which holds that in order to attain the best outcomes, application flexibility and sensitivity to student circumstances are required [5].

There are benefits and drawbacks to using this theory, however. The benefits include being more realistic and straightforward to implement, offering direct motivation, successfully modifying behavior, offering a clear, flexible, and adaptable framework, and aiding in internalizing discipline values[26].

According to Thomas et al, this theory's drawbacks include its excessive reliance on outside influences, such as the overuse of rewards, which makes students overly dependent on presents or praise for good behavior, its potential to instill fear or anxiety, the possibility of injustice, and its tendency to overlook the root causes of behavior[33], [34], [71]. Operant conditioning theory is a powerful tool for methodically and realistically altering

classroom behavior, particularly to foster discipline. To avoid fostering dependency, injustice, or undue pressure, its implementation must be prudent, balancing rewards and penalties and considering each student's unique needs [54].

One of the best methods for inspiring pupils to acquire Islamic Religious Education is using positive reinforcement, such as compliments, prizes, or little presents. According to the fundamental ideas of Skinner's theory, behavior rewarded with favorable outcomes is likely to be repeated. Students feel valued and are more inclined to keep participating actively in Islamic Religious Education classes when they are acknowledged for their accomplishments or good behavior, such as when they show that they understand religious concepts or the ethical behavior that is taught [10], [24].

According to this study, students who receive positive reinforcement are more motivated and more favorable toward Islamic Religious Education classes. Even for subjects that may be challenging or uninteresting, students will be more eager to study if they believe their efforts are valued. According to Rahayu et al. (2018), this demonstrates the significance of teachers' roles in fostering a positive and encouraging learning environment by giving feedback that boosts students' motivation or desire to study.

The growth of student learning in schools is significantly impacted by using operant conditioning based on Islamic religious education to enhance student discipline. In addition to teaching general courses, teachers are also responsible for developing the character of their students. Teachers have a major role in raising the standard of learning as technical figures [9], [45].

Punishment is sometimes used to curtail undesirable conduct. Punishment in behavioristic learning aims to lessen the occurrence of improper behavior, such as disruptions or disobedience in the classroom. Punishment in Islamic Religious Education might take the form of extra assignments, point deductions, or verbal cautions meant to be instructive [27], [58], [65].

It is crucial to remember that punishment must be applied sparingly and with caution. Students may become anxious and lose motivation if they receive excessive punishment. According to this study, students reacted more favorably to positive reinforcement than to punishment, supporting the claim that Skinner's method works best when the emphasis is on rewarding good behavior rather than punishing negative behavior [5], [33].

To establish a productive learning environment and encourage positive behavior growth, it is crucial to apply punishment to pupils via operant conditioning consistently. B.F. Skinner's theory of operant conditioning strongly emphasizes using rewards and penalties to modify behavior. Consistency is crucial to the effectiveness of this strategy. Educators and teachers must ensure that punishments are applied consistently and with clear guidelines[38]. Student learning discipline is an important factor that not only influences achievement but also encourages other students to compete to improve their achievements, given the role that teachers play as character builders, supervisors, motivators, problem solvers, communication bridges, and creators of a positive environment [61]. As a result, this research not only supports the theory of operant conditioning but also offers valuable insights into the field of education, particularly about the method of developing disciplined character in primary schools. Structured reinforcement is a valuable and successful strategy for modifying student behavior, and it can serve as a template for primary school classroom management [55].

Not only is discipline a set of rules that must be followed, but it may also serve as a model for learning that helps kids develop good habits and character traits. Discipline can be taught as part of an ongoing learning process using the Operant Conditioning theory, which B.F. established. Skinner.

In an educational setting, discipline is not only a set of rules that must be followed; it may also be a component of the learning process that helps students develop good habits and character traits. Discipline can be taught as a skill learned via experience and organized consequences using the Operant Conditioning concept, which B.F. introduced. Skinner [61].

This study demonstrates how successful Operant Conditioning is at establishing and enhancing student discipline at SDN Purnama 1, particularly when applied through positive reinforcement (praising, symbolic rewards, and point systems). This demonstrates the continued relevance and applicability of B.F. Skinner's [7] theory holds that rewarding outcomes can reinforce behavior once it is performed. Successfully developed behaviors include, for instance: a) Being on time, b) Following the rules in class, c) Finishing tasks by the due date.

Students are encouraged to repeat good behavior when they get consistent positive reinforcement, which develops a disciplined habit. Even while positive reinforcement is more common, research shows that some kids who have not responded well may benefit from negative reinforcement, such as reduced recess rights. This demonstrates that: a) Different pupils react differently to reinforcement, b) A contextual and combinative approach is required for reinforcement tactics to be more successful.

The development of operant conditioning theory in education, which considers individual character differences, is supported by this. Using operant conditioning influences students' affective elements, including their attitudes toward rules and discipline and changes in their outward conduct; a) Studies have revealed that; b) Students grow more worried about order, c) More people are participating in keeping the classroom in order.

This bolsters the arguments made by Yuliana et al, that reinforcement boosts output and cultivates a favorable attitude toward learning. Despite the encouraging outcomes, there are several difficulties; a) Students do not always react immediately to reinforcement, b) Student character modifications and reinforcement variations are required[3], [29].

Teachers must be sensitive and flexible when using this theory to prevent the tactics from becoming inflexible and less successful. Colleen [38] lists the following benefits of using this theory: a) It is straightforward to implement and practical in elementary schools, b) Offers immediate inspiration and tangible outcomes, c). Aids in internalizing disciplinary values, d) Offers a distinct behavioral framework, e) Adaptable and situation-appropriate.

However, several drawbacks should also be considered. These include the following: Students may become overly reliant on gifts or punishments; they risk developing psychological stress or fear; they may not be applied equally; and they fail to address the underlying causes of behavior (such as emotions or home circumstances). This approach must be applied in a balanced way, not too so, while considering the students' internal variables. Islamic educational beliefs, where teachers engage as academic educators and character builders, also support reinforcement [61].

Research shows that positive reinforcement techniques (such as praise, symbolic prizes, and point systems) greatly enhance student discipline. This is consistent with BF Skinner's idea that behavior that results in pleasurable consequences is more likely to be repeated. Here, regular rewards promote and reinforce behaviors, including being on time, following class rules, and finishing tasks on time [49].

The key to the success of Operant Conditioning resides in consistency. Students who receive encouragement regularly will develop a disciplined conduct habit. Students will eventually grow more motivated to exhibit disciplined behavior due to this consistency, guaranteeing that the behavior will become ingrained in them [57].

Although the study found positive reinforcement to be more dominant, it also acknowledged the need for negative reinforcement in some instances. For example, reducing recess time for students who break the rules can improve behavior and reinforce discipline. The study suggests that some students may not respond well to positive reinforcement alone, highlighting the importance of balancing rewards and punishments [55].

The study's findings demonstrated that the operant conditioning theory significantly improved student discipline at SDN Purnama 1 by influencing students' attitudes, emotional engagement with classroom norms, and outward behaviour. Students progressively started to demonstrate a commitment to discipline and order in the classroom as they grew more conscious of their actions' good and bad effects[7]. Positive attitudes about classroom rules have been shaped by positive reinforcement, including instructor attention, symbolic prizes, and praise.

Nevertheless, the study's findings also revealed variations in how students reacted to the reinforcement techniques employed. Certain types of reinforcement did not elicit the same response from every learner. While some students were more motivated by a point system or tangible rewards, others reacted more rapidly to verbal praise. This result is consistent with contemporary learning theory, highlighting the value of a personalized approach in behaviour development and classroom management [23].

The results of a study by Zhang and Arifin et al., which found that positive reinforcement influences students' attitudes toward learning and behaviour and improves academic achievement, are supported by this conclusion. Furthermore, Fidienillah and Aprilianto et al.'s study demonstrated that pupils who received positive reinforcement tended to be more disciplined and responsible[33]. This study enhances these findings by including a previously unexplored contextual feature based on Islamic Religious Education.

Integrating Islamic Religious Education ideals with operant conditioning theory at the public elementary school level makes this study novel. In actuality, this method stresses reinforcement that incorporates moral and spiritual values, such as teacher role models for cleanliness, worship, and respect for others, in addition to using reinforcement in broader ways. Because it addresses students' affective components, this study demonstrates that religious values-based reinforcement can have a more profound effect.

Teachers find applying the operant conditioning method in the classroom relatively simple. It has been demonstrated that reward systems like point boards, compliments, or additional homework help pupils grasp the limits of appropriate and inappropriate behaviour[38]. Using this technique, teachers can establish clear expectations for behaviour and motivate pupils to follow the rules voluntarily rather than under duress. Applying this technique consistently also aids pupils in developing discipline as an internal value system rather than merely a response to incentives or penalties.

However, this study also highlights the drawbacks of the operant conditioning method. Students' intrinsic drive may be diminished by an over-reliance on outside reinforcement, such as praise or awards[28], [34]. Students may eventually grow unduly reliant on rewards and lose sight of the actual worth of disciplined behaviour. Furthermore, negative reinforcement (such as limiting playtime) can lead to psychological stressors like worry or dread, harming the learning environment.

One of the biggest obstacles to implementing this technique is maintaining flexibility and fairness. Students may believe that the system is prejudiced or unjust if professors do not apply reinforcement consistently

and fairly, eventually eroding their faith in the instructor and the institution. Therefore, teachers must know each student's background, personality, and preferred learning method to choose the best reinforcement. Building long-term discipline will be more successful with a customized approach.

This study suggests using a comprehensive strategy that integrates behavioural reinforcement with knowledge of the underlying reasons for students' issues based on its findings and limitations. Teachers must receive training on spotting emotional or familial issues that could be the root of unruly behaviour. It is advised that more research be done to examine how operant conditioning and religious counselling techniques might be used and to evaluate how well they work over the long run in developing students' character at different educational levels.

4. CONCLUSION

Student discipline is improved in SDN Purnama 1 by using the operant conditioning paradigm in Islamic Religious Education instruction. Students exhibit an increase in more responsible, cooperative, and orderly behaviour when a reward and punishment system is used consistently. Educators who actively use both positive and negative reinforcement in a quantifiable way can produce a more favourable and pleasurable learning environment. These findings support the idea that behaviour reinforcement and habituation, particularly in the context of Islamic beliefs, can be used to inculcate discipline in students. The results of this study suggest that when combined with Islamic principles, operant conditioning not only creates externally controlled conduct but also promotes students' internalization of moral principles. This idea highlights how crucial teacher participation is in establishing reinforcement and integrating Islamic teachings into students' everyday lives as a consistent role model. As a result, a religiously grounded approach to character education is developed that is proactive in developing students' spiritual and social awareness from a young age rather than merely reactive to conduct. Given each student's unique needs and temperament, this study advises educators and schools to keep creating personalized and flexible behavioural reinforcement techniques. Teachers must get ongoing training to raise the standard of character instruction in the classroom. It is advised that more studies be done to compare different models of discipline development in schools with diverse features to increase our understanding of how effective this strategy is. Furthermore, longitudinal studies are required to ascertain the long-term effects of religious value-based reinforcement on character development and student academic accomplishment.

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