

## Forming student discipline through reinforcement

**Mochamad Kamil Budiarto\***, Faculty of Agriculture, STIPER Institute of Agriculture, Yogyakarta 55282, Indonesia.  
**Sunardi**, Universitas Sebelas Maret Surakarta, Indonesia

### Suggested Citation:

Budiarto, M.K. & Sunardi (2024). Forming student discipline through reinforcement. *International Journal of Learning and Teaching*, 16(2), 57-63. <https://doi.org/10.18844/ijlt.v16i2.8952>

Received from June 18, 2023; revised from August 22, 2023; accepted from March 8, 2024.

Selection and peer review under the responsibility of Assoc Prof. Dr. Jesus Garcia Laborda, Alcala University, Spain.

©2024 by the authors. Licensee Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi, North Nicosia, Cyprus. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>.)

### Abstract

Discipline is an attitude that has benefits for individuals and is necessary for development in social life and the world of work. The resolution of the discipline problem is therefore crucial. Therefore, this paper aims to describe how efforts can be made by teachers in shaping student discipline through reinforcing learning activities. This paper uses the literature review method, by examining various sources of literature from various sources. The results of the analysis of the literature show that discipline is a very beneficial attitude for students. One of the efforts that teachers can make to shape disciplinary behavior is to apply several types of reinforcement based on the principles that apply, to avoid students' negative responses.

**Keywords:** Attitude; behaviorism; discipline; student; reinforcement

---

\* ADDRESS FOR CORRESPONDENCE: Mochamad Kamil Budiarto, Faculty of Agriculture, STIPER Institute of Agriculture, Yogyakarta 55282, Indonesia

E-mail address: [kamil.instiper@gmail.com](mailto:kamil.instiper@gmail.com)

## **1. Introduction**

Learning is an attempt to make students learn or an activity to teach students (Pamungkas et al., 2020). In other words, learning is an effort to create conditions for learning activities to occur. The essence of the learning process is all the efforts made by educators so that the learning process occurs in students (Sutrisno & Siswanto, 2016). Learning activities will be meaningless if they do not produce learning activities for their students. In learning, educators' external factors play a very important role. This is because educators are tasked with providing an educational environment for children, and children will receive it as an experience that will shape individuals in character, behavior, and attitudes by predetermined goals (Rusman, 2013; Singh et al., 2023).

In the learning process, some terms are often used by teachers, namely appreciation and praise (Kristina & Tangkin, 2022; Nurcahya & Hadijah, 2020). These two things include good deeds from students and are things that are expected/needed so that students continue to try to do good. Giving reinforcement in learning seems simple, namely a sign of the teacher's approval of student behavior which is usually expressed in the form of words of justification, words of praise, smiles, or nods, but has a very important influence on students.

Reinforcement can be useful in shaping a behavior or attitude. One of the many forms of attitude is discipline. Discipline is self-awareness that arises from the deepest mind to follow and obey the rules, values, and laws that apply in a certain environment (Handayani & Subakti, 2020). This awareness, among other things, if he is well-disciplined will have a good impact on his success in the future. Therefore, the problem of student indiscipline can be overcome by providing reinforcement (reinforcement) both negative reinforcement and positive reinforcement. Reinforcement is anything that can strengthen a person's response (Aini et al., 2019).

### **1.1. Purpose of study**

Therefore, as one of the teacher's efforts in shaping student discipline through the provision of reinforcement, this paper aims to present descriptively from various relevant sources regarding the relationship between reinforcement theory and discipline, as well as how to reinforce the learning process, learning to form a disciplined attitude in students.

## **2. Method and materials**

This paper adopts qualitative descriptive research (Matthew & Miles, 1994), with a literature review. This research begins with searching documents related to the theory of several behaviorism figures which contain thoughts about reinforcement, disciplinary attitudes, and types of discipline. The data analysis adopted in this paper is descriptive (Pertiwi et al., 2018), whose sources come from various previous research literature related to the topic of discussion. The results of the analysis are expected to be able to provide an overview of how giving reinforcement which is part of the theory of behaviorism will affect student discipline.

### **2.1. Ethical consideration**

Credibility, applicability, and academic merit were assessed for each source of literature that was used in this review. Prioritization was given to publications from credible academic publishers, peer-reviewed journals, and acknowledged authorities on the subject. To offer a thorough grasp of the subject, an attempt was made to incorporate a variety of viewpoints and opinions, especially those from underrepresented groups in the area. This method makes the review richer and encourages a more diverse intellectual conversation.

## **3. Results**

### **3.1. Discipline**

Discipline is conceptually an obedience and adherence to rules that can regulate the order of personal and group life (Utami, 2021). Discipline arises from within the soul because of the urge to comply with these rules. The emergence of discipline is based on one's awareness and factors that it is through discipline that success will be obtained in all things, order in life, eliminate the disappointment of others, people can admire it, and so on.

Furthermore, discipline comes from the English "discipline" which contains several meanings, including self-control, forming a moral character, correcting with sanctions, as well as a collection of several rules to regulate behavior (Pratiwi, 2020; Li et al., 2021). Besides that, there are the most important aspects of discipline, namely obedience and adherence to rules and awareness of carrying out rules and regulations (Handayani & Subakti, 2020). Based on the above opinion, it can be concluded that discipline is a state of obedience and adherence to regulations, norms, or rules, which is carried out consciously as a process of self-control to achieve the right standards and expected goals.

Discipline will be able to make individuals behave according to existing standards and regulations, so 4 elements must be instilled in students. Discipline must have four main elements. If one of the four main elements is missing, it will cause an unfavorable attitude in children and behavior that is not as expected. These main elements are Rules, Punishments, Rewards, and Consistency (Ayni et al., 2022; An, 2022). It should be noted that self-discipline in individuals is a very important thing because, through discipline, there are several functions attached. Because with discipline, he will be able to: 1) Organize life, 2) Build personality, 3) Train personality, 4) Self-imposed, 5) Punishment, 6) Maintain environmental conduciveness (Handayani & Subakti, 2020; Utami, 2021). Thus, indirectly, self-discipline has many functions and benefits as mentioned above. Obedience and obedience of students as an attitude is expected to be the output that will be achieved by students. As an educator, several factors must be considered in the context of forming student discipline. Among them: are 1) the ability to observe reality efficiently, and limited from subjectivity, 2) good skills, 3) regularity, 4) awareness and responsibility, and 5) freedom and independence in their environment (Permatasari et al., 2021).

Referring to the theoretical findings above, it appears that discipline is an ability or attitude that is important to be mastered by students, considering the many functions and objectives inherent in it will be able to provide positive benefits (Anderson et al., 2019). So, as an educator, it will be better if, in the learning process, the teacher does not only focus on students' cognitive achievement. But also, other aspects or skills such as discipline.

### **3.2. Theory of behaviorism and reinforcement**

Behavioristic learning theory explains that learning is a behavior change that can be observed, measured, and assessed concretely (Nevin, 1999). Change occurs through stimulation (stimulus) which creates a reactive behavior relationship (response) based on the laws adopted by behavioristic (Rusli & Kholik, 2013). Stimulants are none other than the child's learning environment, both internal and external which are the causes of learning. While the response is the result or impact, in the form of a physical reaction to the stimulus.

According to this theory, conduct refers to how students and teachers behave, which has a significant impact on the field of educational psychology; Characteristics that a learner must possess to learn or comprehend something, specifically the willingness to put in the work necessary to reach a mature level (Zhou & Brown, 2015). Behaviorism is a collection of theories that have similarities in viewing and reviewing human behavior (Nahar, 2016).

The behaviorist theory of learning is characterized by the need for an educator to be assertive as a source of learning. As a source of learning, the emotions and character of the educator play a crucial role in transference (Holzer et al., 2024; Hernández et al., 2022). This theory assumes that a human being has a passive personality and that all objects depend on the stimuli obtained either in behavior or in the learning process (Kristina & Tangkin, 2022). There is little information that behaviorism or behavior change tends to lead to a classic (early) empiricism approach in learning, where changes in individual behavior and individual passivity as learners are the keywords in this flow. Some figures who adhere to express their opinions about behaviorism consist of, Ivan Pavlov, J. B. Watson, B.F. Skinner, and E.L. Thorndike (Amsari, 2018; Gershman & Niv, 2012).

Evidently, in behaviorism, the relationship between stimulus and response becomes an important point in learning. One of the theories expressed is Classic conditioning (conditioning or classical requirements). This theory is a process discovered by Pavlov through his experiments on dogs, where genuine and neutral stimuli are paired

with a conditional stimulus repeatedly to bring up the desired reaction (Mazida et al., 2022). He found that the use of a neutral stimulus, such as a tone or light, can create or shape behavior (response).

Another opinion was also expressed by Thorndike. Thorndike adopted an experimental approach when measuring student outcomes. Thorndike argues that what becomes the basis of learning is the association between sensory impressions (Sense Impressions) and Impulses to act (Amsari, 2018). Such an association is called a connection or bond or connection, which is what makes it stronger or weaker in the formation of learning or the loss of habits. In short, Thorndike's theory is carried out by training methods or by continuing to try to show that attitudes in learning mathematics have a positive relationship to learning achievement. Thorndike believed that learning often occurred through a series of trial-and-error experiments (Rusli & Kholik, 2013). Repetition is hence one of this theory's features. The next two figures are B.F. Skinner and J.B. Watson's behaviorist figure both introduced the term reinforcement as one of the factors that influence the success of the learning process. It is known that reinforcement is anything that can strengthen the emergence of a response. The response is stronger when reinforcement is increased (positive reinforcement); therefore, even if reinforcement is decreased (negative reinforcement), the response will remain stronger (Nahar, 2016).

Reinforcement is also interpreted as all forms of response, whether verbal or nonverbal, which are part of the modification of the teacher's behavior towards student behavior, which aims to provide information or feedback (feedback) to the recipient (student) on the act as an act of encouragement or correction (Syawaludin & Marmoah, 2018). Strengthening is a form of creating a pleasant learning atmosphere that has been given by the teacher to students with the aim that the positive behavior of students can increase (Joshi et al., 2021; Aini et al., 2018).

Aside from being an incentive for students to be more active in carrying out an activity, reinforcement can also increase the frequency of positive behavior displayed by students (McLeod, 2018). The purpose of giving reinforcement in the learning process is (1) to increase students' attention to lessons, (2) to stimulate and increase learning motivation, and (3) to improve the learning process and foster student behavior (Zhou & Brown, 2015).

The use of reinforcement must be selective. Giving reinforcement must be meaningful for students. In its application, there are several types of reinforcement starting from 1) verbal reinforcement, 2) gestural reinforcement, 3) proximity reinforcement, 4) contact reinforcement, 5) activity reinforcement, and 6) rewards (Fitriani et al., 2014; Nurcaya et al., 2022). Some of these types of reinforcement can be an option for educators to use in the learning process, and their use must also be truly selective so as not to cause negative impacts on changes in student behavior. Therefore, educators need to adhere to these principles in providing reinforcement, namely 1) warmth and enthusiasm, 2) meaningfulness, and 3) avoiding using responses that contain negative elements (Syawaludin & Marmoah, 2018).

### **3.3. Application of reinforcement to form student discipline**

As it is known that discipline is a skill or attitude of students who obey and obey to control themselves so it becomes an attitude that is important to improve or even have. As mentioned earlier, it appears that discipline will provide benefits to students in managing their daily lives. Therefore, the role of educators is important enough to be able to pay attention to these skills so that they can be mastered or given to their students, in addition to focusing on delivering subject matter and mastering cognitive competence.

There are various ways to form or improve disciplinary attitudes, one of which is through giving reinforcement to each learner's behavior (response). The practice of reinforcing positive student behavior is known as behavior change reinforcement in psychology, which refers to an effort to help individuals change their behavior following what is desired or determined. However, to deal with students' undisciplined attitudes, support from outside the student's self is needed, for example, the teacher.

The teacher as an educator has an important role in disciplining students. Teachers must consider that they reinforce students, according to some research to instill student discipline needs support from competent

Budiarto, M.K. & Sunardi (2024). Forming student discipline through reinforcement. *International Journal of Learning and Teaching*, 16(2), 57-63. <https://doi.org/10.18844/ijlt.v16i2.8952>

teachers (Arniah et al., 2022; Anshori, 2020; Novianti et al., 2021; Ayni et al., 2022). Efforts to reinforce to establish student discipline during learning activities can be realized through the provision of verbal reinforcement, gestural reinforcement, promotion reinforcement, and others.

One real form of implementation of each type of reinforcement is as follows:

Verbal reinforcement: Teacher responses in the form of words of praise, support, and recognition can be used to reinforce student performance. Students who have received reinforcement will feel proud and motivated to improve the response displayed. For example;

“The example you gave in the assignment is appropriate”

“Wow, you are right on time in collecting assignments, stay like this huh”

“The answers to the assignments are very complete”

Gesture reinforcement: This reinforcement is given by the teacher in the form of gestures or facial expressions that give a good impression to students. For example:

“When students collect assignments promptly, the teacher gives a smiley gesture while giving a thumbs-up to students”

Proximity reinforcement: The teacher can do this by standing beside the students or walking beside the students. Because the key to strengthening this is getting closer to students, to facilitate the question-and-answer process in class

Activity reinforcement: This reinforcement can arouse students' active attitudes, so students will feel that their presence in class becomes more meaningful and helps students to be able to actualize themselves. For example:

“The teacher provides opportunities for students to lead discussions”

“Playing a role in learning activities in class”.

It is necessary to remember for educators, to avoid meaninglessness, teachers can use it in a variety of ways. The use of monotonous reinforcement can become a child's laughingstock. Even students participate in reinforcing if other friends answer correctly. Besides that, giving reinforcement should also be immediately after the expected student behavior or response appears. Reinforcement that is postponed, tends to be less effective. Because if it is not done immediately it will lead to boredom for students.

As one of the efforts that can be made by the teacher in shaping student discipline, reinforcement is an option or method that can be applied (Muktar, 2019). There are many types of reinforcement that teachers can adopt and then adapt to events that occur in the classroom, and their use can vary from one type to another. Individuals can be greatly influenced by the environment because from the environment humans can provide experience (Amsari, 2018; Burhanuddin et al., 2021). Therefore, reinforcement is one of the efforts in providing learning experiences for students. Remembering, it should be emphasized that discipline is very important for someone because with discipline one can live more regularly. Likewise for students. Discipline is very important for students because with discipline students can get used to living regularly.

The role of the teacher in applying the method of reinforcing in addition to disciplining students is to explain to students the importance of students obeying rules or carrying out the attitude expected by the teacher. Then the teacher also needs to apply this method consistently so that students are not confused and this method can function effectively.

#### **4. Conclusions**

As an educator, the teacher has a great responsibility in educating students both cognitively and effectively. Hence, the emphasis is not only on knowledge but also on other attitudes that need to be considered, so that

Budiarto, M.K. & Sunardi (2024). Forming student discipline through reinforcement. *International Journal of Learning and Teaching*, 16(2), 57-63. <https://doi.org/10.18844/ijlt.v16i2.8952>

students become graduates with character. Efforts to form a disciplinary attitude can be made by reinforcing according to the events in each learning activity.

This paper also shows that the use of behavioristic theory contributes significantly and is relevant to the implementation of character education. It may seem unfair that learning should be evaluated solely based on learning outcomes or changes in behavior, but in some respects, changing negative behavior to positive behavior can be a valuable accomplishment and an achievement an educator should be proud of. Therefore, looking at various theories and analyses, it can be concluded that behavioristic theory which specifically concerns reinforcement can be used to date in the implementation of education in Indonesia. Specifically in terms of the formation of character or attitude.

## References

- Aini, H., Suandi, N., & Nurjaya, G. (2018). Pemberian penguatan (reinforcement) verbal dan nonverbal guru dalam pembelajaran bahasa Indonesia di kelas VIII MTsN Seririt. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, 8(1). <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/view/20246>
- Amsari, D. (2018). Implikasi teori belajar E. Thorndike (Behavioristik) dalam pembelajaran matematika. *Jurnal Basicedu*, 2(2), 52-60. <https://www.neliti.com/publications/278126/implikasi-teori-belajar-ethorndike-behavioristik-dalam-pembelajaran-matematika>
- An, Z. (2022). The influence of teacher discipline on teaching effect and students' psychology in universities and the normative suggestions for discipline behavior. *Frontiers in Psychology*, 13, 910764. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.910764/full>
- Anderson, K. P., Ritter, G. W., & Zamarro, G. (2019). Understanding a Vicious Cycle: The Relationship Between Student Discipline and Student Academic Outcomes. *Educational Researcher*, 48(5), 251-262. <https://doi.org/10.3102/0013189X19848720>
- Anshori, Y. Z. (2020). PENGUATAN KARAKTER DISIPLIN SISWA MELALUI PERANAN GURU DI SEKOLAH DASAR. *Jurnal Elementaria Edukasia*, 3(1). <https://doi.org/10.31949/jee.v3i1.2121>
- Arniah, A., Rifa'i, A., & Jannah, M. (2022). Peran Guru dalam Meningkatkan Karakter Kedisiplinan Siswa Madrasah Ibtidaiyah. *Jurnal Basicedu*, 6(5), 8626–8634. <https://doi.org/10.31004/basicedu.v6i5.3843>
- Ayni, N., Azizah, R. N., & Pribadi, R. A. (2022). Pengaruh Kegiatan Pembiasaan Terhadap Pembentukan Karakter Disiplin. *Jurnal Pendidikan Dan Kewirausahaan*, 10(1), 267–277. <https://doi.org/10.47668/pkwu.v10i1.353>
- Burhanuddin, N. A. N., Ahmad, N. A., Said, R. R., & Asimiran, S. (2021). Learning Theories: Views from Behaviourism Theory and Constructivism Theory. *International Journal of Academic Research in Progressive Education and Development*, 10(1). <https://doi.org/10.6007/ijarped/v10-i1/8590>
- Fitriani, F., Samad, A., & Khaeruddin, K. (2014). Penerapan teknik pemberian reinforcement (penguatan) untuk meningkatkan hasil belajar fisika pada peserta didik kelas VIII. A SMP PGRI Bajeng Kabupaten Gowa. *Jurnal Pendidikan Fisika*, 2(3), 192-202. <https://journal.unismuh.ac.id/index.php/jpf/article/view/235>
- Gershman, S. J., & Niv, Y. (2012). Exploring a latent cause theory of classical conditioning. *Learning and Behavior*, 40(3), 255–268. <https://doi.org/10.3758/s13420-012-0080-8>
- Handayani, E. S., & Subakti, H. (2020). Pengaruh Disiplin Belajar terhadap Hasil Belajar Bahasa Indonesia di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 151–164. <https://doi.org/10.31004/basicedu.v5i1.633>
- Hernández, M. M., Eisenberg, N., Valiente, C., Spinrad, T. L., Johns, S. K., Berger, R. H., & Southworth, J. (2022). Effortful Control and Extensive Observations of Negative Emotion as Joint Predictors of Teacher–Student Conflict in Childhood. *Early education and development*, 33(1), 1-16. <https://www.tandfonline.com/doi/abs/10.1080/10409289.2020.1857169>
- Holzer, J., Grütmacher, L., Lüftenegger, M., Prenzel, M., & Schober, B. (2024). Shedding light on relations between teacher emotions, instructional behavior, and student school well-being—Evidence from disadvantaged schools. *Learning and Instruction*, 92, 101926. <https://www.sciencedirect.com/science/article/pii/S0959475224000537>
- Joshi, D. J., Kale, I., Gandewar, S., Korate, O., Patwari, D., & Patil, S. (2021). Reinforcement learning: a survey. In *Machine Learning and Information Processing: Proceedings of ICMLIP 2020*, 297-308. Springer Singapore. [https://link.springer.com/chapter/10.1007/978-981-33-4859-2\\_29](https://link.springer.com/chapter/10.1007/978-981-33-4859-2_29)

- Budiarto, M.K. & Sunardi (2024). Forming student discipline through reinforcement. *International Journal of Learning and Teaching*, 16(2), 57-63. <https://doi.org/10.18844/ijlt.v16i2.8952>
- Kristina, F. D., & Tangkin, W. P. (2022). Pemberian Reinforcement Sebagai Upaya Mendisiplinkan Siswa Kelas III SD Pada Pembelajaran Daring. *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar*, 5(3), 879. <https://doi.org/10.31100/dikdas.v5i3.2205>
- Li, J. B., Bi, S. S., Willems, Y. E., & Finkenauer, C. (2021). The association between school discipline and self-control from preschoolers to high school students: a three-level meta-analysis. *Review of Educational Research*, 91(1), 73-111. <https://journals.sagepub.com/doi/abs/10.3102/0034654320979160>
- Matthew B. & Miles, A. M. H. (1994). *An Expanded Sourcebook "Qualitative Data Analysis Second Edition*. SAGE Publications.
- Mazida, L. I., Andari, D. A., & Wahyuni, E. N. (2021). Implementasi classical conditioning dalam gerakan literasi sekolah (studi minat baca peserta didik) di MIN 1 Kota Palangka Raya. *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(2), 141-150. <http://repository.uin-malang.ac.id/12180/>
- McLeod, S. (2018). Operant Conditioning (B.F. Skinner). *Instructional Design*, 1898.
- Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 5(1), 83-96. <https://doi.org/10.17509/jpm.v5i1.25855>
- Muktar, M. (2019). Pendidikan behavioristik dan aktualisasinya. *Tabyin: Jurnal Pendidikan Islam*, 1(1), 14-30. <https://scholar.archive.org/work/lfanhpy4bjc7vmeijneumeetc4/access/wayback/https://e-journal.stai-iu.ac.id/index.php/tabyin/article/download/4/2>
- Nahar, N. I. (2016). Penerapan teori belajar behavioristik dalam proses pembelajaran. *NUSANTARA: jurnal ilmu pengetahuan sosial*, 1(1). <http://jurnal.um-tapsel.ac.id/index.php/nusantara/article/view/94>
- Nevin, J. A. (1999). ANALYZING THORNDIKE'S LAW OF EFFECT: THE QUESTION OF STIMULUS-RESPONSE BONDS. *Journal of the Experimental Analysis of Behavior*, 72(3), 447-450. <https://doi.org/10.1901/jeab.1999.72-447>
- Novianti, E., Firmansyah, Y., & Susanto, E. (2021). Peran Guru Pendidikan Pancasila dan Kewarganegaraan sebagai Fasilitator dalam Meningkatkan Disiplin Belajar Siswa. *De Cive: Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan*, 1(1), 13-18. <https://journal.actual-insight.com/index.php/decive/article/view/6>
- Nurchaya, A., & Hadijah, H. S. (2020). Pemberian Penguatan (Reinforcement) dan Kreativitas
- Nurchaya, N., Ebe, A., Arisa, A., Rahmi, N., & Samad, A. G. (2022). Pengaruh Verbal Reinforcement pada Motivasi Belajar Siswa. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 9(1), 66. <https://doi.org/10.33603/deiksis.v9i1.6866>
- Pamungkas, S. F., & Widiastuti, I. Suharno. (2020). 21st century learning: Experiential learning to enhance critical thinking in vocational education. *Universal Journal of Educational Research*, 8(4), 1345-1355.
- Permatasari, N. A., Setiawan, D., & Kironoratri, L. (2021). Model Penanaman Karakter Disiplin Siswa Sekolah Dasar pada Masa Pembelajaran Daring. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(6), 3758-3768. <https://doi.org/10.31004/edukatif.v3i6.1303>
- Pertiwi, U. D., Atanti, R. D., & Ismawati, R. (2018). PENTINGNYA LITERASI SAINS PADA PEMBELAJARAN IPA SMP ABAD 21. *Indonesian Journal of Natural Science Education (IJNSE)*, 1(1), 24-29. <https://doi.org/10.31002/nse.v1i1.173>
- Pratiwi, S. I. (2020). Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa Sekolah Dasar. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 2(1), 62-70. <https://doi.org/10.31004/edukatif.v2i1.90>
- Rusli, R., & Kholik, M. (2013). TEORI BELAJAR DALAM PSIKOLOGI PENDIDIKAN. *Jurnal Sosial Humaniora*, 4(2), 66.
- Rusman. (2013). *Model Pembelajaran*. PT Raja Grafindo Persada.
- Singh, F., Saini, M., Kumar, A., Ramakrishna, S., & Debnath, M. (2023). Perspective of educational environment on students' perception of teaching and learning. *Learning Environments Research*, 26(2), 337-359. <https://link.springer.com/article/10.1007/s10984-022-09428-8>
- Sutrisno, V. L. P., & Siswanto, B. T. (2016). Faktor-faktor yang mempengaruhi hasil belajar siswa pada pembelajaran praktik kelistrikan otomotif SMK di Kota Yogyakarta. *Jurnal pendidikan vokasi*, 6(1), 111-120. <http://journal.uny.ac.id/index.php/jpv/article/view/8118>
- Syawaludin, A., & Marmoah, S. (2018). Reward and punishment in the perspective of behaviorism learning theory and its implementation in elementary school. In *Social, Humanities, and Educational Studies (SHES): Conference Series* 1(1). <https://jurnal.uns.ac.id/SHES/article/view/23614>
- Utami, F. (2021). Pengasuhan Keluarga terhadap Perkembangan Karakter Disiplin Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1777-1786. <https://doi.org/10.31004/obsesi.v5i2.985>
- Zhou, M., & Brown, D. (2015). *Educational learning theories*. Education Open Textbooks. <http://www.sadil.ws/bitstream/handle/123456789/433/ALG%20Educational%20Learning%20Theories.pdf?sequence=1&isAllowed=y>