

INTEGRATION OF BEHAVIORISTIC LEARNING THEORY AND LEARNING PRINCIPLES IN THE QUR'AN: A THEORETICAL REVIEW IN ENGLISH LANGUAGE LEARNING

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ABSTRAK

Artikel ini bertujuan untuk mengkaji teori belajar behavioristik yang diintegrasikan dengan prinsip pembelajaran dalam Al-Qur'an pada pembelajaran bahasa Inggris. Penelitian ini menggunakan metode studi pustaka dan sumber data diperoleh melalui kajian literatur dari beberapa mesin pencari seperti buku, Google scholar, DOAJ, Libgen.is, Elsevier. Data-data literatur yang relevan dianalisis untuk mengulas bagaimana teori belajar behavioristik dapat diintegrasikan dengan prinsip belajar perspektif Al-Qur'an dalam pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa integrasi teori belajar behavioristik dengan prinsip pembelajaran dalam Al-Qur'an memiliki relevansi yang kuat dalam proses pembelajaran bahasa Inggris utamanya dalam membentuk perilaku yang positif: kesabaran, kerja keras, tanggung jawab, dan ketekunan mencari ilmu. Studi ini diharapkan dapat memberikan kontribusi pada proses pembelajaran bahasa Inggris yang lebih holistik dan mengakomodir prinsip-prinsip pembelajaran fundamental dalam Al-Qur'an.

Kata Kunci: *Behavioristik, Prinsip, Al-Qur'an, Pembelajaran Bahasa Inggris.*

ABSTRACT

This article aims to examine the behaviorist learning theory integrated with the learning principles in the Qur'an for English language learning. This study uses a library study method. The data are obtained through literature reviews from several resources such as books, Google scholar, DOAJ, Libgen.is, Elsevier. Relevant literature data are analyzed to review how behaviorist learning theory can be integrated with the learning principles of the Qur'an perspective in English language learning. The results of the study indicate that the integration of behaviorist learning theory with the learning principles in the Qur'an has strong relevance in the English language learning process, especially in forming positive behavior: patience, hard work, responsibility, and perseverance in seeking knowledge. This study is expected to contribute to a more holistic English language learning process and accommodate the fundamental learning principles in the holy the Qur'an.

Keywords: *Behaviorism, Principles, Al-Qur'an, English Language Learning*

1. INTRODUCTION

English communication skills both spoken and written are an important aspect of modern education, especially in the context of globalization and international communication. Students with language skills will be able to obtain comprehensive information and knowledge and help them develop the knowledge they are studying. It is worrying if students lack or do not have language skills. They will face the reality that it is difficult to adapt to environmental conditions that require language skills. They will have difficulty communicating well.

English in the independent curriculum is still at the English as Foreign Language (EFL) level and its status as a compulsory subject for educational units. This will clearly have a significant impact on the learning process. The position of English as one of the foreign languages studied in schools is a challenge in itself in learning and mastering it. This is stated (Harmer 2010) that the status of English as one of the languages used in international communication has consequences for how and why it is taught.

When English is positioned as English as a Foreign Language (EFL) it has an impact on many things. The challenges of learners with English teaching and learning for example include several aspects: aspects of knowledge (language knowledge); correct pronunciation, mastery of vocabulary and grammar. In terms of language skills: listening, speaking, reading and writing (Zaim 2016). These two aspects have implications for the approach, method, technique and strategy in teaching and learning. English teachers must master not only the concept but also the various teaching and learning methods (Ahmadi and Zahed 2017). The accuracy of teachers in choosing and determining the appropriate approach in teaching and learning will produce the learning expected by students.

Implementing an applicative approach in teaching English will be able to increase the motivation and effectiveness of students in mastering the linguistic aspects and English language skills. As (Budiman et al. 2023) stated that one approach in language learning, the behaviorist learning theory that emphasizes the habituation aspect greatly motivates students in learning the language and practicing it. Another thing is also emphasized by (Idris 2018), with the Experiential learning model which explains that this learning model can improve English learning achievement by facilitating students to have experience. The same thing was also stated by (Iskandar 2023) in his study which concluded that the behaviorist learning theory is able to increase student learning activities and improve student achievement in the learning process.

The discussion of behaviorist theory in an Islamic perspective also enriches the references to analyze the importance of this theory. (Affandi, Rahman, and Andriana, 2025), in their study concluded that there is a relevance of behaviorist learning theory in Islamic education and it is very possible to be developed in further education. The same thing was also stated by (Rahman, Ikrimah, and Zamakhsyari, 2025) who affirmed that not all behaviorist learning theories conflict with Islamic educational values. There are several things that are in accordance so that it is very possible to integrate the two.

Referring to the background and studies on behaviorist theory, it is very important to analyze it more comprehensively by integrating behaviorist learning theory with the principles of learning in the Qur'an. The integration of those theories will provide a more meaningful learning alternative. The behavioral aspect of students in the review of behaviorist learning theory plays a role in

strengthening extrinsic motivation, and the principles of the Qur'anic perspective will affirm the spiritual aspect by emphasizing the importance of learning in the process of gaining knowledge. This study aims to explain the concept of integrating behaviorist learning theory and the principles of learning in the holy Qur'an comprehensively related to English learning

2. METHODOLOGY

This study uses a type or approach to library research. According to (Zed 2008), library or literature studies can be interpreted as a series of activities related to library data collection methods, reading and recording and processing research materials. This study genre can also study various reference books and previous research results of the same type which are useful for obtaining a theoretical basis for the problem to be studied (Sarwono 2006). Library study also means a data collection technique by reviewing books, literature, notes, and various reports related to the problem to be solved (Sukardi 2003). Meanwhile, according to (Ningsih 2021); (Sugiyono 2016) stated that library study is a theoretical study, references and other scientific literature related to the culture, values and norms that develop in the social situation being studied.

3. Research Population and Sample

3.1. Behaviorist Learning Theory and Its Contribution to English Language Learning

Behaviorism is one of the learning theories whose initial study was experimental psychology, so it is called the behavioral school. The behaviorism school is often referred to as the learning perspective, because its theory is adopted into the field of education. The most basic assumption of this school is that everything that individual organisms do, such as actions, thoughts, and feelings, is behavior that can be described scientifically without looking at physiological events in the individual or hypothetical constructs such as thoughts that occur in the individual (Prahmana 2021).

This behaviorism school of educational philosophy was first initiated by John Broadus Watson in 1910. The idea is that the consciousness exists in a person is learned through the process of introspection (Sukardjo and Komarudin 2021). The study of self-awareness for Watson is a philosophical study, not a psychological one, while the main concern of psychology is individual behavior. Even the study of individual consciousness hinders epistemological research on the study of human behavior, Watson stated (U. Rahman 2014).

Human behavior in the view of behaviorism is all actions or activities that can be observed directly and then explained scientifically (Yaumi 2018). The individual's behavior is reactive, while all actions or behaviors carried out by a person occur because of stimulation or stimuli and responses or responses from outside, namely from the environment. Stimuli or stimuli in Watson's review are all objects of something that comes from the environment. While responses or responses are all answers to stimuli in the form of activities or activities, both from simple ones and to higher levels (Yahya 2020).

The behaviorist view also states that individual behavior can be explained through real experiences obtained from outside a person, not through psychological processes from within a person. Behaviorism also strongly rejects

hereditary elements or hereditary factors as the main factors that influence and determine individual behavior in the learning process (Suralaga 2021).

The emphasis on individual behavior that can be observed and then explained which is caused by factors from outside the individual (environment) is the center of attention of behaviorism in the study of learning (education) which is Watson's main idea. Watson's idea was followed by Burrhus Frederic Skinner (Maryam and Paryoni 2020). Skinner's concept more clearly states the concept of learning from a behaviorist perspective. Simply and comprehensively, Skinner explains the concept of learning is that behavior or behavior can change through interaction with the environment after a relationship occurs between stimulus and response received by the individual. So the basic principle of the concept of learning according to Skinner is to acknowledge that changes in individual behavior are caused by the interaction of the individual with the environment and reject the existence of internal processes in the individual, also rejecting the existence of hereditary elements or hereditary factors that influence changes in individual behavior (Slavin 2000).

In addition to being caused by environmental influences, behavioral changes also have reinforcement and punishment factors that act as stimuli in changing and shaping individual behavior (Arsyad 2021). Reinforcement factors are anything that can reinforce the emergence of a response, meaning that the response or response will become stronger if the reinforcement increases. For example, if a teacher adds an assignment to a student, then the addition of the assignment makes him more enthusiastic about learning, then the addition of the assignment becomes a positive reinforcement in the learning process (Zalyana 2016).

Thus, it can be said that the philosophy of behaviorist education believes that students behavior can be influenced and shaped from outside the themselves, namely the environment, not through psychological processes from within a person, and also not from hereditary elements or hereditary factors. The basic principle of the learning concept of behaviorist educational philosophy is to change the student behaviors that are reactive occur due to stimulus and response after interacting with the environment (Khodijah 2018).

The behaviorist approach in English language learning context can be applied by emphasizing the drill method (Harmer 2010). The drill method itself is one of the learning methods that having a lot of practices is a way to master of the material. In this context, it can be applied to: 1] train and improve fluency in pronouncing words, phrases and sentence structures. With fluency in pronunciation, speaking skills will be able to improve. 2] develop students' listening skills. The method of repeating by listening to recordings or conversations will be able to help and develop students' listening skills. 3] master sentence structures. This is also done to strengthen grammatical patterns by repeating the sentence patterns in the same exercises continuously.

In behaviorist learning theory, optimizing the conditions of the language learning process is designed by implementing stimulus-response-reinforcement. The three patterns apply not only to humans but animals can also be conditioned in the same way. This indicates that behaviorist learning theory contributes to language learning and the analysis of studies on behaviorism in language learning continues to exist and is very good.

3.2. Principles of Learning in the Qur'an for English Language Learning

Behaviorist learning theory is not new in Islamic education. The environmental element in learning becomes a very important part as implicitly stated in the hadith of the Prophet Muhammad SAW "The example of a good friend and a bad friend is like a musk oil merchant and a blacksmith's fire blower. The musk oil merchant might give it to you or you buy it from him or at least you can get a nice smell from him, but the blacksmith's fire blower might burn your body or clothes or maybe you will get an unpleasant smell from him."

From the hadith above, we can grasp the implied meaning that the environment greatly influences a person. That an individual can be conditioned and be shaped by the surrounding environment. So a good environment will form a good personality, and vice versa. Thus, it shows that the behaviorist learning theory already exists in Islamic teachings. In the Qur'an, there are also verses that show the importance of the environment and conditioning. In the fragment of QS.Thaha/20: 132 which means "And order your family to perform the prayer and be patient in doing it..."

In the verse, the command to be patient in ordering the family to pray is a sign of the behaviorist learning theory that prioritizes conditioning or continuous exercises. Because ordering to pray cannot be done only once or twice, or a day or two, but requires a long process and practice. Likewise, in learning English for non-native speakers/learners, it requires sufficient practice and time to be skilled at speaking fluently as one of the skills (Richards and Rodgers 2007). This is where the importance of conditioning as jargonized by the behaviorist learning theory lies. The synthesis of behaviorist learning theory with the principles of learning from the perspective of the Qur'an can be understood as a collection of general principles that are interconnected and are an explanation of a number of facts and discoveries related to learning events. So the integrated learning theory that is in line with the principles of learning in the Qur'an is a collection of explanations of the principles related to learning events that are sourced from the Qur'an, the Sunnah, and the treasures of Islamic intellectual thought. Adopting the positive aspects of the West that are in accordance with the principles of learning in the Qur'an is very much needed to affirm that the results of thinking and values in a doctrine are not contradictory. Not all behaviorist learning theories are contradictory but there are certain aspects that are in accordance and relevant to the principles of learning in the Qur'an. These aspects are: motivation, responsibility, hard work and the existence of appreciation and punishment in the formation of behavior, character of students.

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(Dariyanto, 2022) concluded that at least in the Qur'an there are several principles of learning that become the basis for learning: 1) motivation in QS. Al-Mujadilah/58: 11; 2) repetition in QS. An-Naml. 27/60; attention; 4) active participation in QS. Al-Baqarah.2/25; 5) division of learning time in Al-Isra'.17/107; 7) Changing the behavior of learners. In the context of English language learning, these learning principles can be implemented integrally with the assumption that these principles can be developed with the learning conditions created. Presenting fundamental things, learning principles become very important to realize English learning more interesting and more meaningful. Conditioning the classroom and school environment by motivating learners to practice English will help them to be skillful in language (Harmer 2010). This condition should be created in daily communication and activities so that learners are accustomed to the practice of English in their interactions. However, intensive attention is needed to control the learning process more progressively so that the classroom and school atmosphere is conducive to an English language skills program.

3.3. Integration of Behaviorist Theory and Learning Principles in the Qur'an

The concept of behavior-focused learning has been applied in Islamic education even before modern thinkers came up with this behavioristic theory. One of the verses in the Qur'an confirms that the environment plays an important role in shaping behavior, and highlights the significance of conditioning and habituation, namely QS. Thaha/20: 132.

وَأْمُرْ أَهْلَكَ بِالصَّلَاةِ وَاصْطَبِرْ عَلَيْهَا ۖ لَا تَسْأَلُكَ رِزْقًا ۖ نَحْنُ نَرْزُقُكَ ۗ وَالْعَاقِبَةُ لِلتَّقْوَىٰ

The verse reads: "Command your families to pray and be patient in doing so (...)"'. QS. Thaha/20:132 contains an instruction from Allah for mankind to perform the prayer, show patience, and be committed to its implementation. This instruction indicates that establishing prayer is intended to create a state or as a form of practice that is carried out continuously over a long period of time. Performing prayers requires dedication and perseverance. Perseverance and dedication are crucial elements for achieving the goal of any activity that has meaning for human beings. This is in line with the principles of behavioristic learning theory which applies repetitive learning methods to form habits.

The connection between the understanding of behavioristic learning theory and the principles of learning in the Qur'an can be found in the concept of reward and punishment. In the Qur'an, rewards are discussed with terms such as *tsawab*, *ajrun*, and *jaza'au*. Based on research by (Affandi, Rahman, and Andriana 2025) the three terms refer to a form of appreciation or recognition for individuals who have provided benefits to society through the sacrifice of energy, time, resources, thoughts, and other things owned for the common good. In the context of education and the learning process, this meaning is very relevant, because both teachers and students are individuals who strive to spread and create goodness, not only for others but also for themselves. The reward from Allah as a form of appreciation for every good deed, no matter how small, done by His servants, is described in several verses and suras, among others: QS. An-Nisa/4: 40, QS. Ali Imran/3: 148, and QS. At-Taubah/9: 120.

The Qur'an describes punishment through the terms *iqab* in (QS. Ali Imran/3: 11), *azaab* in (QS. Ali Imran/3: 77), and *rijz* in (QS. Al-a'raf/7: 134). These three terms refer to the consequences that arise from behavior or actions that are contrary to Allah's commands. In the context of education and teaching,

the purpose of applying punishment is to facilitate a change from negative to positive traits. Punishment is applied not for revenge, but rather as an incentive to make improvements as well as a form of compassion for students so that the same mistakes are not repeated in the future.

According to (Pohan 2019); (Sukardjo and Komarudin 2021), learning theory in behavioristic education is based on a positive-materialist secular approach. This theory results from an understanding of the causes of learning phenomena that focus on empirical-rational-quantitative experiences. This approach encourages individuals to behave pragmatically and use materials as triggers. In contrast, learning theories that refer to the interpretation of a verse and the perspective of Islamic education see things not only from the rational-empirical side, but also normative-qualitative values. (I. K. Rahman, Ikrimah, and Zamakhsyari 2025), states that there are similarities between learning theory in Islamic education and behavioristic theory. The similarity lies in the concept of moral learning that aims to shape behavior, divided into three models: *taqlid* (imitation); *ta'wid* (habituation), and *tajribah wa khata'* (try and wrong). The compare between the concept of behavioristic learning and the principles of education according to the Qur'an can also be seen in the use of conditioning, repetition, and reinforcement (Pratama 2019). However, the principle of tawhid in Islamic education believes that every change involves the will and approval of Allah. Thus, despite the strong efforts to condition individuals, change will only occur if Allah wills it.

Combining behavioristic learning theory and Qur'anic learning principles in English language teaching can be applied by bringing together the basic aspects of behavioristic theory and the learning principles found in the Qur'an, as described in the summary that brings these two perspectives together as follow:

Table 1: Overview of the integration of behavioristic learning theory and Qur'anic learning principles in English language learning.

Aspect	Behaviorist Learning Theory	Learning Principles in the Qur'an	Integration
Motivation	Positive reinforcement, reward and punishment	Individual responsibility, internal motivation	Using positive rewards and punishments, and encouraging internal motivation of students
Learning	Drill method, repetition, practice	Seekers of useful knowledge	Implementing drill and practice methods to improve English language skills, and encourage students to seek knowledge.
Skills	Basic skills, mastery of grammar and vocabulary	Critical skills, information analysis	Using learning methods that develop basic English skills, as well as critical thinking skills and information analysis.

4. CONCLUSION

Behaviorism theory formulates learning as a process of behavior change resulting from the interaction between stimulus and response. The relationship

between behaviorism learning theory and Qur'anic learning principles can be described as follows: (1) the role of the environment in the formation of behavior, which is reinforced by conditioning and habits, this concept is seen in QS. Thaha/132; (2) the application of the concepts of reward and punishment in the learning process; (3) moral learning approaches that focus on behavior development; and (4) the application of conditioning, repetition, and reinforcement. The main difference between the two lies in the way the secular and materialistic Western behaviorism theory is applied with an empirical, rational, and quantitative learning approach. This theory leads individuals to act pragmatically and use material as a trigger, as opposed to Islamic education which considers everything not only from a rational and empirical point of view, but also normatively and qualitatively. In addition, Islam believes that any change must involve the will and permission of Allah. Therefore, the application of the principles of behaviorism in the context of Islamic education must adhere to the principle of tauhid.

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