

Development of the Behaviorism Learning Model in Fiqh Subjects in the Digital Era

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ABSTRACT

In general, this study aims to analyze the relevance of behaviorism learning models in fiqh subjects and their development in the digital era. Based on the context of behaviorism theory, which emphasizes the formation of behavior through responses to stimuli. Thus, this study uses a library research method with a qualitative approach. The materials used were sourced from literature, primarily in the form of books and journal articles, particularly scientific journals with recent publications within the last five years. The results and discussion in this study show that (1) the principles of behaviorism learning have relevance to fiqh learning because it focuses on behavior changes that are observed as a benchmark for learning success. (2) There are behaviorism methods that can be applied to Fiqh learning, such as the lecture method, demonstration method, Drill or habituation method, and memorization method. (3) In its development in the digital era, teachers can use various digital technology media, such as learning applications, as stimuli and reinforcement. Thus, it is found that the implications for fiqh learning, such as creating interactive and innovative learning, (4) various previous studies have documented positive results from the application of behavioristic principles in religious education, especially in improving worship skills, discipline, and material retention. (5) There are various challenges in the implementation of Behavioristic Models in the Digital Context, limited access to technology, uneven quality of digital content, and the risk of decreased cognitive and spiritual depth due to too much focus on the repetition of external behaviors.

Keywords: Behaviorism Learning Model, Fiqh Subjects, Digital Era

ARTICLE INFO

Article history:

Received

May 25, 2025

Revised

October 26, 2025

Accepted

November 22,

2025

Published by

Website

E-ISSN

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Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung
<https://journal.iaimnumetrolampung.ac.id/index.php/ji/index>
2548-7892

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INTRODUCTION

The massive digitalization has had a significant impact on various aspects of life, including education. Several challenges arise from multiple factors, including technological advancements, globalization, and socio-economic dynamics. Therefore, adaptation, innovation, and development are needed in education to keep up with the times, especially in learning. (Pare & Sihotang, 2023) The development of digital technology can provide benefits and convenience in carrying out learning activities. However, in addition to its advantages, digital technology is a new challenge for education activists to harmonize the teaching and learning process with digital technology. Additionally, technology can serve as a tool for enhancing creativity in students and educators during an interactive learning process. (Meliyani et al., 2022)

In this digital transformation context, learning as a system must adapt to new technologies that shape interaction and knowledge acquisition. Educators must understand several key elements of the learning process, including learning designs, methods, and approaches, as well as various learning theories. It is hoped that the goals of education,

especially learning, will be achieved as desired. (Gunawan & Karimah, 2022) In an effort to understand how students learn effectively in the digital age, classical learning theories such as behaviorism remain relevant as a conceptual foundation.

According to behaviorism, learning is a change in behavior due to the interaction of stimuli and responses. In other words, learning is a form of change experienced as an interaction between stimuli and responses regarding the ability to act. So, learning is more than just memorizing facts or information; it leads to a behavioral change. (Yusra et al., 2022) The digital era has brought about significant changes in religious learning. Easy access to information opens up opportunities for anyone to learn religion. However, the rise of incorrect information is also a challenge that must be faced. This change requires us to use technology wisely and uphold our religious values in the learning process. (Priyanto, 2020)

The theory of behaviorism emphasizes the formation of behavior through responses to stimuli. In addition, this approach prioritizes behavioral observation during the learning process. (Pramesti et al., 2024) The behaviorist learning model portrays the teacher as an external environment that possesses complete knowledge. So that learning is completely teacher-centered. In this regard, teachers play an essential role in both fiqh learning and outside the classroom. Teachers are a source of knowledge, educators, facilitators, and role models. Additionally, fiqh learning requires supervision from a teacher to validate the reading and practice, especially in the context of worship-related fiqh material. (Muchlisianah et al., 2022)

Fiqh is a branch of Islamic religious education taught by students at the madrasah level. Fiqh is a field of science that discusses Islamic laws. In educational institutions such as schools and madrasas, Fiqh is one of the lessons that must be taught. Because it concerns matters related to human life, such as dressing, speaking, and socializing, the teacher must ensure that the students taught can perform good deeds. Fiqh learning in the school environment is a part of the material that provides values related to the reality of life, encompassing worship and muamalah. (Mansir, 2021) Therefore, a specialized learning model is necessary to effectively convey knowledge to students and integrate it into their lives. (Muchlisianah et al., 2022) In this context, behaviorism provides a strong theoretical foundation, as it emphasizes behavioral change through reinforcement, repetition, and conditioning. The integration of behavioristic principles within fiqh learning enables the systematic formation of worship practices and ethical habits.

Consistent with the findings of prior research conducted by Nuralim, Maemunah Sa'diyah, Santi Lisnawati, Abas Mansur Tamam, and Imas Kurnia Rahman, entitled "Application of Behavioristic Learning Theory in Prayer Learning," the relationship between stimulus and response is a key concept in behaviorist learning theory. This learning theory examines the behavior changes that result. The theory of behaviorism and all its methodologies assert that learning outcomes are highly dependent on the relationship between stimulus and response. The concepts of drill methods, repetition, habituation, Reward, and punishment, as developed by behaviorist theory, apply to prayer learning. (Nuralim et al., 2023)

Another study conducted by Khairunnisa and Andi entitled "The Application of Behaviorism Theory with the Drill and Practice Method in the Learning of Islamic Religious Education in Private Elementary Schools in Duri City" showed that through the application of the Theory of Behaviorism with the Drill And Practice Method into the learning of Islamic Religious Education carried out by Islamic Religious Education teachers has the impact of producing changes in the behavior of students for the better, give *reinforcement* or strengthening, providing *Reward* or rewards and punishments if needed so that such things are expected to change the behavior of students. (Khairunnisa & Andi Prastowo, 2024)

Although several studies have discussed the implementation of behaviorism in Islamic education, the focus of both is still limited to the context of conventional learning. These studies have not examined in depth how behaviorist principles can be adapted in a digital learning ecosystem that demands new interactions between students, educators, and technological media. In this regard, Digital platforms such as learning management systems, gamified applications, and interactive simulations offer opportunities to apply reinforcement principles through immediate feedback and real-time performance tracking. The limitation of previous

research also lies in the absence of a conceptual model that comprehensively integrates behaviorism theory with Fiqh learning technology. Therefore, further research is needed to review the relevance and application of behaviorism theory in the context of educational digitalization, to develop a learning model that is not only effective in shaping students' religious behavior but also adaptable to the demands of learning in the modern era.

Based on this, the researcher will discuss the development of a behaviorist learning model in fiqh subjects in the digital era. Based on the argument that Behaviorism emphasizes observable behavioral changes resulting from stimulus-response interactions, which aligns with the applied nature of fiqh education. In the digital era, the development of learning models in fiqh subjects should be carried out by teachers using various modern learning media, which are accompanied by several actual devices and the digital era. This is so that fiqh learning can be achieved with material content relevant to the context of the times for students. Therefore, this study aims to analyze the development of behaviorist learning models in fiqh subjects in the digital era. It is expected to provide a new understanding for educators and all stakeholders in the education sector.

METHOD

This study employs a qualitative approach, utilizing a literature research method (library research) to inform its findings. A qualitative approach was used to interpret and synthesize theoretical concepts and research findings, with an emphasis on understanding meaning rather than quantifying data. Moreover, this approach was chosen to analyze the relevance of the behaviorism learning model to fiqh subjects and its development in the massive digital era. Literature research is a series of activities that involve collecting data from library sources, reading, recording, and processing research materials. (Sutisna, 2021) Furthermore, in the qualitative research method of literature studies, the researcher must collect and analyze information and data from relevant literature or documents to understand the research problem and develop it into a strong theoretical foundation. (Siregar et al., 2024)

The data sources used in this study are primarily books and journals, with a focus on scientific journals published in national and international journals over the last five years. In this case, the researcher will ensure that a strong theoretical foundation supports the research. Furthermore, the collected data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing. The results of the analysis are presented to provide a comprehensive explanation and overview of the study's focus.

Systematically, the stages of this research can be detailed as follows: (1) The stages of this research include (1) identifying relevant literature through academic databases such as Google Scholar and DOAJ; (2) selecting sources based on inclusion criteria, namely relevance to behaviorism theory, fiqh education, and digital learning (published 2020–2025); (3) organizing and classifying data according to thematic categories; and (4) analyzing data using content analysis to draw conceptual relationships.

RESULT AND DISCUSSION

Behaviorism Learning Theory

Behaviorism originates from the concept of behavior, which refers to actions carried out by organisms, systems, or artificial entities that concern themselves or their environment, including other systems or surrounding organizations. (Habsy dkk., 2023) Behaviorism holds that behavior should be explained through observable experiences, rather than mental processes. This approach focuses on directly observable behaviors, while thoughts, emotions, and cognitive processes are considered irrelevant. Furthermore, Behaviorism emphasizes that behavior can be learned through experience and interaction with the external environment. (Muhajirah, 2020)

Behavioristic learning theory is a perspective on the human process of acquiring knowledge, which can be observed through changes in behavior. (Sari et al., 2023) According to behaviorism, all behaviors are learned through conditioning, a process that occurs as a result of

interaction with the environment. Behaviorist viewpoints argue that environmental stimuli influence a person's behavior. However, according to this school of thought, only behavior is systematically studied and observable, regardless of the internal mental state. (Gunawan & Karimah, 2022)

Furthermore, according to behaviorist theory, in learning, what is essential is input in the form of stimulus and output in the form of response. A stimulus is anything a teacher provides to a learner, such as a multiplication list, teaching materials, work guidelines, or a specific method to help students learn. Meanwhile, the response is in the form of a reaction or response of the learner to the stimulus given by the teacher. (Sari et al., 2023) Therefore, what the teacher provides (stimulus) and what the learner receives (response) must be observable and measurable. This theory prioritizes measurement because it is crucial in determining whether this behavior change occurs. (Rahma et al., 2022)

The Behaviorist theory, which emphasizes the relationship between stimulus (S) and response (R), can be said to have an essential meaning for students to achieve learning success. The key is that teachers provide a significant amount of stimulus during the learning process. In this way, students will respond positively if it is followed by a reward that functions as a *reinforcement* (reinforcement of the response that has been demonstrated). (Gunawan & Karimah, 2022)

Based on that, the principles of learning in behaviorism theory include;

1. Learning is considered a behavior change, where a person is deemed to have learned if they can demonstrate the change. Therefore, if a child shows a significant change, it can be considered that the person has experienced a learning activity.
2. Learning requires a stimulus, and response is considered the most critical aspect of learning because it can be observed, while things that cannot be observed are deemed unimportant.
3. Learning requires reinforcement; everything that can strengthen the emergence of responses is an essential factor in learning. The response becomes stronger when reinforcement is applied in both positive and negative forms. (Prince, 2024)

The key figures of the behavioristic school include Ivan Petrovich Pavlov, Edward Lee Thorndike, Burrhus Frederic Skinner, and J. B. Watson. Meanwhile, modern behaviorists, in the sense that their theories have developed and remain influential to date, include Clark Hull, Edwin Guthrie, and Skinner.

1. Ivan Petrovich Pavlov

The theory of learning behaviorism, pioneered by Pavlov, is known as the theory of *classical conditioning*. The word 'classical' at the beginning of the name of this theory is used to distinguish it from other conditioning theories and to appreciate Pavlov's work, which is considered the foremost in the conditioning field (conditioning efforts). Classical conditioning theory is a procedure for creating new reflexes by bringing in stimuli before the reflex occurs. (Nafila et al., 2023) Pavlov's theory was developed based on his research with dogs. In his experiments, Pavlov repeatedly paired food as an unconditioned stimulus with a bell as a conditioned stimulus, so the dog's saliva came out when he heard the sound of the bell, just like the response of a dog that salivated when faced with food. Based on the experiment results, Pavlov was awarded a Nobel Prize. (Adet Tamula Anugrah, 2024)

2. Edward Lee Thorndike (1874-1949)

According to Thorndike, learning is the process of interaction between stimulus and response (S-R). According to Thorndike, the theory of learning is also referred to as the theory of connectionism, as learning is the process of forming connections between stimuli and responses. (Arif, 2022) In this theory, it is stated that the learning process begins with the organism learning through "trial and error." Through his experiments, Thorndike placed a hungry cat in a tightly closed cage, and the door could open automatically when the door-opening button kept in the cage was touched. Then Thorndike placed the food outside the cage, causing the cat to respond by jumping back and forth to grab it. Finally, the cat accidentally touched the automatic door opening

button. And the cat immediately approached the food outside the cage. Therefore, to establish a relationship between stimulus and response, it is necessary to have the ability to choose the correct response, which must first be developed through trials and errors. (Rahma et al., 2022)

3. Burrhus Frederic Skinner

Skinner's development of the theory of behaviorism was motivated by his interest in studying human behavior and how behavior can be affected by the consequences that follow. Skinner believes that human behavior can be understood by examining how individuals respond to environmental stimuli and how the consequences that follow those responses affect the likelihood of the reaction recurring in the future. Like other behaviorists, Skinner also believes in the stimulus-response pattern of conditioned behavior.

Furthermore, Skinner reveals that behavior is not just a response to a stimulus but a deliberate action or *operant*. In the theory of *Operant Conditioning*, Skinner believed that the teaching and learning process is crucial for applying reinforcement, such as positive or Reward-Based Reinforcement and negative reinforcement or *punishment*. Positive reinforcement is a stimulus that reinforces or encourages a response. Negative reinforcement is a type of reinforcement that enables individuals to avoid undesirable behaviors. (Lu & Hamu, 2022) Thus, it can be understood that the consequence (*reinforcement*) can motivate you to continue doing what you want. Meanwhile, punishment can weaken unwanted behavior.

4. John Broadus Watson (1878-1958)

John Watson defines learning as an interaction process, characterized by a reciprocal relationship between stimulus and response. John Watson thinks that the stimulus and response must be observable (*observable*) and measurable (*be measured*). In the learning process, John Watson acknowledged that mental changes occur, but they are not considered because they cannot be observed/measured. (Putra et al., 2023) John Watson believes in the teachings of pure behavioristic learning theory; this opinion is evident in his science, which is oriented toward empirical experience (actual events that have happened in the past) to the extent that they can be observed/measured. This means that only in such a way can it be possible to predict the changes that will occur after a student participates in learning. (Gunawan & Karimah, 2022)

5. Edwin Guthrie (1886-1956).

Guthrie's central tenets of study are that the law of contiguity (Contiguity) can be interpreted as a series of events, things, or objects that are continuously related. Guthrie asserts that a combination of stimuli arises simultaneously with one particular movement, so learning is a consequence of the association between a specific stimulus (motivation) and a response. (Putra et al., 2023)

Furthermore, in a learning theory, there is a use of behaviorist learning theory in learning, several advantages are obtained, including:

1. Accustoming teachers to be observant and sensitive to learning situations and conditions
2. Teachers do not give many lectures, so students are accustomed to independent learning. If you encounter difficulties, please ask the relevant teacher.
3. Being able to form a desired behavior gets positive reinforcement, and the corresponding behavior receives a negative reward based on visible behavior.
4. Continuous repetition and training can optimize the talents and intelligence of students that have been formed beforehand. If the child is already proficient in a particular field, it will be further strengthened by habituation or continuous repetition, which is more optimal.
5. The lesson material is arranged hierarchically from simple to complex to learn and divided into small parts characterized by achieving a specific skill capable of producing a consistent behavior towards a particular field.
6. Can replace one stimulus with another and so on until the desired response appears

7. This behavioristic method is very suitable for acquiring abilities requiring practice and habituation that include speed, spontaneity, flexibility, reflection, endurance, etc.
8. This theory is suitable for training children who still need the dominance of adult roles, like to repeat and must be habituated, like to imitate, and are happy with direct rewards such as candy or praise. (Putra et al., 2023) (Taufan et al., 2019)
While the disadvantages of the theory of learning behaviorism are;
 - a. Viewing learning as an activity experienced directly, even though learning is an invisible activity in the human nervous system except through its symptoms.
 - b. The learning process is seen as automatic-mechanical, so it seems like a machine or a robot, even though humans have cognitive *self-control* skills. So, with this ability, humans can reject habits that do not suit them.
 - c. The human learning process, analogous to that of animals, is complicated to accept, considering that there are striking differences between animals and humans. (Jelita et al., 2023)

DISCUSSION

The literature was analyzed using qualitative content analysis; articles were coded to extract recurring themes related to: (1) Relevance of the Behaviorism Learning Model in Fiqh Learning, (2) digital tools as stimuli/reinforcers, (3) documented outcomes of behavioristic interventions in religious education, and (4) Challenges of Implementing Behavioristic Models in Digital Contexts.

Relevance of the Behaviorism Learning Model in Fiqh Learning

Learning is a system that enables individuals to learn and interact with various learning resources and their environment. Educators must understand several key elements of the learning process, including learning designs, methods, and approaches, as well as various learning theories. It is hoped that the goals of education, especially learning, will be achieved as desired. (Gunawan & Karimah, 2022) In this context, learning theory serves as a fundamental framework that determines the direction of learning design and implementation, including in fiqh learning, which emphasizes changes in religious behavior.

Fiqh is a branch of Islamic religious education taught by students at the madrasah level. Fiqh is a field of science that discusses Islamic laws. In educational institutions such as schools and madrasas, Fiqh is one of the lessons that must be taught. Because it concerns matters related to human life, such as dressing, speaking, associating, and worshipping, the teacher must ensure that the students taught can perform good deeds. Fiqh learning in the school environment is a part of the material that provides values related to the reality of life, including worship and muamalah. (Mansir, 2021)

The behaviorism learning model is one of the approaches that can be effectively adapted in fiqh learning, because it focuses on the aspect of real behavior change through the process of habituation, repetition, and reinforcement. (Anisa & Septiani, 2025) The behaviorism learning model is a learning model that emphasizes changes in behavior in students, both physical and biological, that can be observed and measured. In this theory, teachers play the role of controllers of the learning environment, creating certain stimuli to elicit the expected responses from students. (Damayanti et al., 2021) The higher the stimulus given, the greater the response elicited from students. (Nata & Jacob, 2023) The application of this model in the context of fiqh learning can be realized through drills and demonstrations in worship practices such as ablution, prayer, or tayamum. Through directed repetition and the provision of positive reinforcement such as praise, good judgment, or recognition of correct behavior, students can form correct and disciplined worship habits. Thus, the behaviorism model provides a strong methodological foundation for shaping religious behavior in accordance with the goals of fiqh education.

Based on the above, the principles of behaviorist learning are relevant to fiqh learning because they focus on observable changes in behavior as a benchmark for learning success. This approach has epistemological and pedagogical compatibility with the purpose of fiqh education, which is to foster real and internalized religious behavior, not just theoretical

understanding. (Muchlisianah et al., 2022) Fiqh learning is structured to enable students to practice worship correctly, consistently, and diligently, ultimately leading to a transformation in their daily behavior. Therefore, the application of behaviorism theory remains representative and functional in achieving these goals through a process of habituation and gradual reinforcement.

Application of Behavioristic Methods in Fiqh Learning

The application of behaviorism theory in learning is influenced by factors such as learning objectives, the nature of the subject matter, learning characteristics, and the availability of teaching media and facilities. By paying attention to these factors, the behaviorist approach can be used to shape and reinforce desired behaviors in the context of learning. (Miftahul Ulum & Ahmad Fauzi, 2023)

In this case, a method based on the concept of the behaviorist model can be applied to Fiqh learning in madrasas.

1. Lecture Method

The lecture method delivers a subject matter orally to students or the public. (Kafa, 2022) The lecture method presents lessons conducted by teachers through oral narration or explanations directly to students. The lecture begins by explaining the goals to be achieved, preparing an outline to be discussed, and connecting the material to be presented with the material that has been given. (Nata, 2014)

A prominent characteristic of the lecture method is that the teacher's role seems more dominant. At the same time, students are more passive and accept what the teacher conveys. According to Usman, quoted by Kafa in his research journal, the lecture method is suitable for teachers to use in front of the class if: (Kafa, 2022)

- a. The message to be conveyed is in the form of facts or information.
- b. The number of students is too large.
- c. Teachers are good, authoritative speakers and can stimulate students.

In Fiqh learning, using the lecture method, the teacher emphasizes understanding the material's content more deeply so that the learning material delivered is not defective. As a result, students will ideally receive the material, and a response will be evident in their daily behavior. The lecture method is a traditional approach that has been in use for a long time, where teachers and scholars impart knowledge of Islam to students through oral or written explanations. (Lestari et al., 2023)

2. Demonstration Method

The Demonstration Method is a teaching approach that utilizes demonstrations to clarify understanding or illustrate how a specific formation process works for students. (Mubarok et al., 2021) The demonstration method is a learning process that involves practicing demonstrations aimed at students, enabling them to easily understand and apply what they have learned, and overcome problems related to the demonstrated concepts. (Asthma, 2021)

Fiqh material is more practical than theoretical. Only a small part of the material discusses theory. Because Fiqh is a procedure for worship or *kaifiyat ubudiyah*, it must be explained in theory before it is practiced. Therefore, in the study of Fiqh, the most suitable method to apply is the demonstration method, as students can directly observe and participate in worship activities, rather than relying solely on mental designs or descriptions. (Mubarok et al., 2021)

3. Drill Method

The Drill Method is a teaching method where students engage in practice activities to develop agility or skills that exceed what they have learned. (Agustin et al., 2023) The Drill and practice method is a teaching approach where students engage in practice activities to develop higher agility or skills beyond their current abilities. Additionally, agility, accuracy, opportunity, and skill can be assessed using this method—repeated repetition of the same task to build connections or develop skills that will last a lifetime. A distinctive feature of this method is that activities involve repeatedly doing the same thing.

(Khairunnisa & Andi Prastowo, 2024) Therefore, fiqh learning, which is more practical than theoretical, requires repeated practice to obtain the results of behavior that can be measured and observed.

In practice, the theory of behaviorism provides a systematic framework for fiqh teachers in shaping worship habits through stimulus-response relationships. For example, the teacher gives an example of the practice of ablution or prayer as a stimulus, then students imitate the movement in response. The correct response is then reinforced through positive reinforcement, such as compliments, praise, or constructive feedback, so that the behavior is repeated and becomes a habit. Research by Nuralim et al. It shows that the application of *the Drill and practice* method in prayer learning significantly improves the accuracy of students' movements and readings, as well as instilling discipline in worship. This demonstrates that the principle of conditioning in behaviorism aligns closely with the character of fiqh learning, which is oriented towards developing ritual skills and shaping actual behavior. (Nuralim et al., 2023)

4. Memorization Method

The memorization method presents lessons by guiding students to memorize words, phrases, or sentences in the form of verses from the Qur'an, Matan Hadith, or verses that incorporate Arabic grammar, tajweed, Fiqh, and other topics. This memorization method is among the oldest and most widely used methods. That is when there was no stationery, recording equipment, etc. (Nata & Yakub, 2023)

In the application of fiqh learning, for example, in prayer materials, there are prayer readings, such as takbir, al-Fatiha, short letters, and other prayers that the average student must memorize. This memorization method is suitable for students to perform the prayer service correctly. (Huda & Witarsa, 2024) To facilitate observation and measurement of the results, following the principles of behaviorism theory, which prioritize measurement.

Furthermore, according to Mukminan, quoted by Devanda, in implementing behaviorist learning, teachers can follow the following steps: First, determine learning objectives. Second, conducting learning analysis. Third, diagnose students' initial abilities. Fourth, identify indicators of achievement of learning goals. Fifth, Conducting the Development of Teaching Materials. Sixth, develop learning strategies. Seventh, identify the stimuli given. Eighth, identify student responses. Ninth, strengthening students. Tenth, evaluating the learning activities. (Davanda dkk., 2022)

In more detail, Ulum and Fauzi explained that the learning process based on the theory of behaviorism can be described as follows:

- a. Determine learning objectives through competency standards (SK), basic competencies (KD), and achievement indicators. This goal describes what students are expected to achieve upon completing their learning.
- b. Determine the subject matter to be delivered. This material includes concepts, facts, and skills that students need to learn.
- c. Break down the material into small parts in the form of subjects, sub-subjects, and so on. It helps in crafting a structured and directed learning sequence.
- d. Provide stimulus through questions, exercises, and assignments during the learning process. This stimulus aims to trigger the expected response or behavior of the student.
- e. There are activities to provide rewards and punishments. Rewards are given as positive reinforcement for desired behaviors, while punishments are given as negative consequences for unwanted behaviors. (Miftahul Ulum & Ahmad Fauzi, 2023)

The Role of Digital Technology as a Stimulus and Reinforcement in Fiqh Learning

In the digital era, technology brings everything to life, and the internet is the most significant source of energy. The digital era is a stimulus that encourages a paradigm shift in human life and civilization. (Hafizh & Fatah, 2022) The development of digital technology has significantly impacted various aspects of life, including education, both in the classroom and outside, through learning. In addition, the rapid growth of technology and information also

affects how students obtain information and learn. Therefore, the development of learning models must also occur in harmony with digital progress.

The application of technology in learning can help teachers deliver and develop classroom materials. In the delivery and development of instruction, teachers can refer to learning theories that explain how students learn. Thus, aligning learning models and technology can support the effectiveness and efficiency of learning, enabling optimal achievement of learning goals. (Hazyimara & Suwarni, 2023) The purpose of digitizing educational activities is to enhance the effectiveness of implementing and realizing educational initiatives, particularly those within the school context. Therefore, the use of technology plays a crucial role in creating an effective learning environment for students. Effective learning is a combination of human, material, and facilities, as well as equipment and procedures, which is directed to change student behavior in a positive direction. (Hafizh & Fatah, 2022)

Many types of media can be used to implement digital behaviorism learning activities, making them easily understood and enjoyable, such as using LCD Projectors with *PowerPoint*. Development through these technological tools should make it easier for students to grasp the learning process. This is similar to the learning program that Skinner developed. Skinner developed a lesson called the "teaching machine". (Sipayung & Sihotang, 2022)

Furthermore, there is electronic learning (e-learning), one of the educational technology innovations, which utilizes teaching materials that are not limited to classrooms and are suitable for use in basic education through to higher education. Electronic learning can utilize Computer-Mediated Communication (CMC), a form of two-way communication that allows students and teachers to be separated by distance. Students and teachers can communicate through web boards and chat rooms. (Adeoye dkk., 2025) At the same time, students can learn with satisfaction at any time, from anywhere, and at their own pace, tailored to their individual cognitive abilities. E-learning is a tool that creates knowledge, provides access to information, and helps address educational inequality, driving future societal change. (Dewi, 2022)

The digital era presents new opportunities to strengthen behavioristic principles in Fiqh learning through the use of technology as a means of stimulus and *reinforcement*. Various digital media, such as Learning Management System (LMS), gamification applications, and learning analytics, can function as an extension of teachers in providing stimulation, reinforcement, and feedback on student learning behavior. For example, gamification platforms like *Kahoot* and *Quizizz* can deliver positive reinforcement through points, badges, or ranking systems, which increases learning motivation and short-term retention. (Hafizh & Fatah, 2022)

Learning applications add value because students prefer learning through technology. After all, it is more memorable and contemporary. From various levels of education, students at the high school level or Aliyah madrasah have fairly mastered and are mature in operating learning applications. Although learning applications at the high school/MA level are considered effective in solving learning problems, continuous innovation is still needed to maintain the quality and usefulness of learning applications in enhancing the effectiveness of the learning process. (Hafizh & Fatah, 2022)

Additionally, the use of LMS enables teachers to provide structured stimuli through interactive modules and automated evaluations, which provide direct feedback to learners. Learning analytics serves as an external reinforcement, helping teachers identify student response patterns and adjust learning stimuli adaptively. Thus, digital technology can operationalize the principles of S-R behaviorism in a new form that is more dynamic and personal.

Based on the above description, there are implications for fiqh learning, including the creation of interactive and innovative learning methods. Furthermore, it can help teachers and students access learning, and teachers can monitor students' improvement in real-time. Additionally, technological tools can enhance access to learning resources that teachers and students need. The technology used in education is invaluable in achieving the goals and processes of learning and teaching. Therefore, integrating technology in implementing behaviorist learning in the digital era is essential to increase changes in students' attitudes. (Sipayung & Sihotang, 2022)

Documented Outcomes of Behavioristic Interventions In Religious Education

Literature analysis reveals that the application of behaviorist theory in religious education, including fiqh learning, has a significant impact on the development of students' religious behavior. *Stimulus-response* (S-R)-based learning, *repetition*, and *reinforcement* have proven to be effective in improving practical skills and forming consistent worship habits. Research conducted by Nuralim et al. (2023) and Khairunnisa & Andi Prastowo confirms that the *Drill and practice method* in learning worship practices, such as ablution and prayer, can increase the accuracy of movement and discipline of students in carrying out worship. This shows that behaviorism has a strong correlation with the pragmatic dimension of Fiqh, which is oriented towards concrete behavior.

Furthermore, the application of reinforcement or positive reinforcement has been proven to play a crucial role in strengthening the expected religious behavior. Research by Damayanti et al. found that the use of awards, both in the form of praise, value, and symbolism, can increase students' motivation and participation in religious learning. In the context of Islamic education, reinforcement is not only mechanical but also serves as a medium for internalizing religious values that strengthen spiritual motivation. Thus, the theory of behaviorism can be adapted not only to control students' external behavior, but also to instill underlying moral and religious values. (Damayanti et al., 2021)

In addition, the pesantren environment is a concrete example of the application of behavioristic principles socially. Muhja & Wijaya, in their research, stated that structured daily worship habits, such as congregational prayers and tadarus activities, can form *habit formation* through social control and repetition of religious behavior. This process demonstrates that conditioning can be effective in the context of collective religious education, where social stimuli and community reinforcement also reinforce spiritual values and religious discipline. (Muhja & Wijaya, 2024)

In the digital age, behavioristic principles are finding new forms through learning technologies such as *Learning Management Systems* (LMS) and gamification-based applications. Research by Hafizh & Farah (2022) and Priyanto (2020) shows that apps like Kahoot! and Quizizz can act as an attractive digital stimulus, by providing *instant feedback* and *digital rewards* that serve as favorable reinforcement. This system enables teachers to monitor student progress and provide targeted stimuli tailored to individual learning needs. (Hafizh & Fatah, 2022) (Priyanto, 2020) However, Yusra et al. caution that if digital stimulus is not contextualized with religious values, then the potential loss of spiritual meaning in the learning process can occur. (Yusra et al., 2022)

Overall, the synthesis of various studies indicates that the theory of behaviorism remains strongly relevant in religious education, particularly in shaping worship behavior and fostering positive habits. However, its application in the digital era requires adaptation so that digital stimulus and reinforcement are not only oriented to behavioral outcomes, but also able to integrate spiritual and ethical values. The following is a summary of the synthesis in the table.

Table 1.1 Synthesis Analysis

Theme/Subfocus	Literature	Implementation Context	Findings
Drill and Repetition in Fiqh Learning	(Nuralim dkk., 2023) (Khairunnisa & Andi Prastowo, 2024)	Repeated ablution and prayer practice in the madrasah	Improvement of practical skills, formation of worship habits, and religious discipline.
Positive Reinforcement in	(Damayanti dkk., 2021)	Use of rewards and verbal reinforcement	Increase the motivation, participation, and consistency of students'

Islamic Education		by fiqh teachers	worship behavior.
Behavioral Conditioning in the Islamic Boarding School Environment	(Muhja & Wijaya, 2024)	Habituation of daily worship activities in the dormitory	The formation of religious behavior through habituation and social control.
Utilization of Digital Technology as a Strengthening	(Hafizh & Fatah, 2022); (Priyanto, 2020)	The use of gamification-based religious learning applications	Increase student engagement and short-term retention through <i>digital positive reinforcement</i> .
Limitations of Behavioristic Implementation in the Digital Age	(Yusra dkk., 2022)	Online learning of Fiqh during the pandemic	Shows the limitations of affective and spiritual interaction if the stimulus is not contextualized with religious values.

Challenges of Implementing Behavioristic Models in Digital Contexts

Although it has the potential to strengthen the effectiveness of fiqh learning, the implementation of digital-based behavioristic models cannot be separated from various obstacles. One of the main challenges is the inequality of access to technology, especially in madrasas with limited digital infrastructure. (Muslim, 2024) In addition, the accuracy and validity of religious content in digital media are serious issues; misinformation or simplification of fiqh material can mislead students' understanding. (Priyanto, 2020)

From a pedagogical perspective, overreliance on mechanistic reinforcement can reduce the space for reflection and ethical dimension in religious learning. Learners may be trained to behave in a ritualistically correct manner, but do not understand the spiritual essence behind the action. Additionally, the digital readiness of teachers is a crucial factor in determining success. Many fiqh teachers are not fully equipped to design effective digital stimuli and reinforcement, despite the role of teachers remaining central in the behavioristic approach as a regulator of the learning environment. (Mansir, 2021) Therefore, the implementation of this model requires the integration of technological readiness, teachers' digital literacy, and content supervision based on Islamic values.

This research is a literature review, which has limitations in its empirical aspect. The absence of field data means the model's validity remains conceptual. Additionally, the literature sources used are predominantly in Indonesian and English, which introduces the potential for publication bias. Therefore, further research is recommended to develop experimental studies in madrasas to test the effectiveness of digital behavioristic models in the context of real fiqh learning. Mixed-methods studies are also needed to see the relationship between the effectiveness of digital reinforcement and the formation of students' spiritual awareness.

CONCLUSION

The behaviorism learning model is a learning model that emphasizes the existence of behavioral changes in students that can be observed and measured. In behaviorist learning, the critical aspects are the input, in the form of a stimulus, and the output, in the form of a response. The higher the stimulus given, the greater the response elicited from students. In the context of fiqh learning, the principles of behaviorism have strong relevance because they focus on observable behavior changes that result from the learning process. Thus, the behaviorism learning model is one of the approaches that can be effectively adapted in fiqh learning, because it focuses on the aspect of real behavior change through the process of habituation, repetition, and reinforcement.

Some methods, based on the concept of the behaviorism model, can be applied to Fiqh learning in madrasas, such as the lecture method, demonstration method, Drill or habituation method, and memorization method. Furthermore, in the digital era, teachers can utilize various digital technology media as a stimulus in learning both inside and outside the classroom, such as using LCD Projectors to display videos or PowerPoint presentations, electronic learning (e-learning) through Computer-Mediated Communication (CMC), and learning applications like Kahoot or quizzes. It has been found that the implications for fiqh learning, such as creating interactive and innovative learning environments, can help teachers and students access learning more effectively. Additionally, teachers can monitor students' progress in real-time and easily identify the learning resources needed by both teachers and students. However, there are several implementation challenges associated with applying behavioristic models in the digital context. Among these are limited access to technology, uneven quality of digital content, and the risk of a decline in cognitive and spiritual depth due to an overemphasis on the repetition of external behaviors.

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