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Analysis of behavioristic learning theory based on John 4:1-42 and its application in Christian religious education

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Abstract

Behavioristic learning theory is often ignored in the learning process to form student behavior. This is caused by the cognitive target or academic value of a student expected by educators. In addition, the lack of stimulants (stimuli) from an educator in terms of conveying learning material and new things that are raised will affect a student's less-than-optimal response. To carry out this research, the researchers used library research methods. Literature research is research that analyzes literary sources which are then included in this study. The purpose of this research is to understand and apply behavioristic learning theory based on John 4:1-42 in Christian Religious Education. It can be argued that behavioristic learning theory based on John 4:1-42 consists of encouragement from the Lord Jesus Christ for the Samaritan woman so that the Samaritan woman's response is very positive and maximal which results in changes in her behavior and that of others. Through this research, it can contribute to improving new learning systems to achieve the learning objectives of Christian religious education in shaping the character of students so that learning can be more enjoyable.

Keywords: *Analysis; Learning Theory; Behavioristic; Christian Religious Education*

INTRODUCTION

The flow of behavioristic learning theory is an important part of achieving the goals of Christian religious education. During this time, behaviorism is seen as just a theory that can be used collaboratively in learning activities without positioning it as an important and main part of achieving learning goals, especially in the formation and change of student character. According to Deni Indawan (2022, pp. 5877–5889), in behavioristic learning theory, the focus point is behavior that can be seen by its changes and its influence on the external environment through existing stimuli. Changes in student behavior can occur through experiences produced in the learning process. From this view, it can be explained that by providing stimulants in the learning process of Christian religious education students can experience changes in behavior. However, the main focus of teaching Christian religious education is often neglected and shifts to focus on the subject matter and academic grades of students. To achieve the learning objectives of changing student behavior, teachers need to understand the methods and apply learning theory in learning (Sipayung & Sihotang, 2022, p. 7130). From this view, researchers can provide the opinion that in the application of behavioristic theory, it must be well understood how to apply it in Christian religious education.

In addition, in the application of behavioristic learning theory, it is often neglected to provide stimulants (stimuli) that make students have an interest in Christian religious education learning materials. The stimulus given will produce an effective student response to create a reaction that generates curiosity. Through this process, in behavioristic theory, it is explained that in learning there will be changes if there is a stimulus and there is a response in the form of treatment given by the teacher to students so that behavior can occur in students as a response (Safaruddin, 2020, p. 120). This has the understanding that stimulation is very important in the application of behavioristic theory in Christian religious education to achieve

learning goals that are not only cognition but student character. This is the teacher's effort in applying methods and theories through the learning process of Christian religious education.

John 4:1-42 describes how to apply behavioristic theory in the learning process. This is to state that behavioristic learning theory requires a breakthrough in applying the methods, strategies, and abilities of a teacher in Christian religious education. Paying attention to the situation of monotonous learning activities, a new learning atmosphere is needed by presenting new stimuli to create a comfortable and attractive classroom atmosphere for students (Siburian, 2022, p. 35). Therefore, an educator has an important role in making a good concept to apply theory in learning to help students achieve learning goals. To achieve this, a theory of behavioristic flow is needed as a real means of changing student behavior (Indrawan, 2022). In this research, there is a goal to be achieved, namely to understand behavioristic learning theory based on John 4:1-42; and can apply behavioristic learning theory based on John 4:1-42 in Christian Religious Education. Thus, it can be seen how the behavioristic theory is applied by the Lord Jesus in John 4:1-42.

METHOD

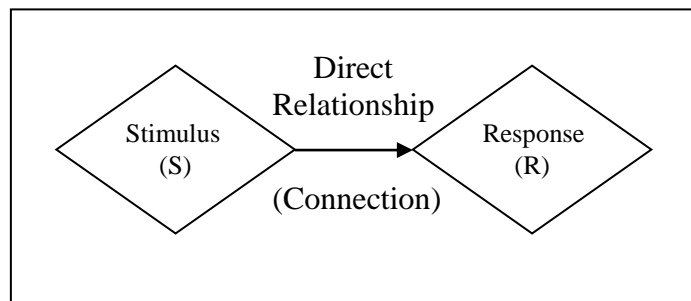
The method used in research is library research. The qualitative research method of the library is a literature study (library research) by collecting data by understanding and studying theories from various sources of literature related to the research conducted (Adlini et al., 2022). Another understanding of library research is a method of research that is carried out systematically, and scientifically, by covering the collection of literature related to research using the library method (Danandjaja, 2014). The research steps carried out are first, searching for books or literature needed following the research. Second, read books or literature. Third, conducting an analysis or review of the literature, and fourth, presenting the results of the literature study. Research data collection and analysis techniques consist of collecting sources that support research activities in the form of books, journals, and other literature, validating and analyzing according to the subject matter related to the research material. From the results of the analysis contained in the theoretical basis, results and discussion to obtain research results.

RESULTS AND DISCUSSION

Behavioristic Learning Theory

Behavioristic learning theory is a school of learning theory that has goals and aspirations to change student behavior through the learning process. This means that behavioristic learning theory is a learning theory that understands human behavior through an objective, mechanistic and materialistic approach so that changes in behavior occur in a student or someone through conditioning efforts, namely testing and observing one's actions. Behavioristic learning theory also explains the process of changing attitudes and behavior in a student as a result of the interaction between stimuli (stimuli) and responses (as answers) so that these changes manifest in attitudes and interests to understand something that is not yet understood (Sipayung & Sihotang, 2022). Furthermore, it is explained that behavioristic learning theory prioritizes student self-change through stimuli and responses that will occur through the learning process that passed (Telaumbanua, 2020, p. 50). From these two views,

the researcher can explain that behavioristic learning theory is a stream of learning theory that pays attention to changes in a person's behavior and behavior in this case students which is expressed through attitudes and ways of daily life through stimuli and responses as illustrated in the following scheme:



Based on the above scheme, it can be explained that behavioristic learning theory has a learning process in the pattern of stimulus connection with a response. Therefore, in behavioristic learning theory, there must be and have elements of drive, stimulus, response (active reaction), and reinforcement, which these elements can provide support to build interactions between stimulus and response that cause students to gain new experiences and experience changes in behavior in new ways. As a study of human behavior, behavioristic learning theory can explain these changes in behavior by providing effective education and learning programs (Boangmanalu & Putri, 2021, p. 67). This shows that the learning process and the application of behavioristic learning theory are well structured by paying attention to the elements that help in achieving success.

In this behavioristic learning theory, the experts who developed it included E. L. Thorndike, Ivan Pavlov, B. F. Skinner, J. B. Watson, Clark Hull, and Edwin Guthrie. In the views and explanations developed by these experts, they focus on understanding and researching on changes in student behavior, namely changes in mentality, attitude, and behavior that can be measured in a person during the learning and learning process (Hariyanto, 2017, p. 59). This shows that behavioristic theory will implement a learning system based on student behavior which is then measured based on the change in behavior in question. Thus, a behavioristic theory has planning and assessment capabilities to see changes in student behavior.

Characteristics of Behavioristic Learning Theory

Behavioristic learning theory has the characteristics of achieving goals and targets in its application to learning activities. Although this behavioristic learning theory is considered old-fashioned by some groups, a behavioristic theory is still used by most groups in the learning process carried out by them. This behavioristic learning theory has the characteristics explained in the following section.

Prioritizing Environmental Influence

Behavioristic learning theory prioritizes environmental influences in changing student behavior. This is a result of the connection between stimulus and response that takes place in the learning process of Christian religious education. The influence of this environment according to behavioristic psychology is an instrumental control that comes from the environment itself, in which changes in a person's behavior will depend on conditional factors that originate and are given by the environment (Siregar & Nara, 2014, p. 25). Based on this view, the researcher argues that behavioristic learning theory has the characteristic of prioritizing the environment, in the sense that changes in attitudes and behavior, as well as the behavior of a student, occur through the learning environment in which the student is located, learns and adapts to the surrounding activities. However, this process is controlled by the learning system used, which can be in the form of rules, advice, and attitudes from the environment itself.

Learning Outcomes Focus on the Formation of the Desired Behavior

As a behavioristic learning theory that emphasizes learning outcomes on student behavior that is formed as desired, the learning process is an attempt to form a stimulus-response relationship that is carried out as much as possible to achieve the expected focus. Therefore, the interaction between stimulus and response shows changes in student behavior in good attitudes and behavior (Boangmanalu & Putri, 2021). With this characteristic, behavioristic learning theory seeks to shape student behavior following the learning objectives of Christian religious education, namely having a Christ-like character as expected by the Great Teacher, namely

“Let the word of Christ dwell in you richly in all wisdom; teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord (Colossians 3:16)”. The meaning of the verse is explained more broadly is that stimulus and response will produce disciples who have the character and words of Christ. Christ's words must always be read, studied, meditated on, and prayed so that they dwell in us with all their riches (Stamps, 2015). In addition, changes in character (behavior) are also marked by the presence of Christ's words and hymns or spiritual songs which are part of the life of a believer (Carson, 2017). This shows efforts to shape student behavior with good methods and ways so that good behavior and behavior are formed. This is part of behavioristic learning theory to acquire skills and practical efforts with the principle of habituation using methods with elements such as speed, spontaneity, reflexes, endurance, and various other methods (Anam S & Dwiyoogo, 2019).

Concerned with the Formation of a Reaction or Response

Behavioristic learning theory, emphasizes the formation of reactions (responses) from students to provide space for students to express opinions, ideas, ideas, and self-confidence. This process occurs between stimulus and response which continues to be built and studied in depth by students and teachers. For this reason, the formation of reactions is very important in achieving the learning objectives of Christian religious education. This feature emphasizes that connectionism theory is very important to build a reaction or response. Behavioristic

learning theory is adopted and studied in depth by several experts. Each expert has an opinion based on their understanding. Besides, they have different values. According to Thorndike, the theory of Behavioristic learning is a process of interaction between stimulus and response. A stimulus is a design, for example, thoughts and feelings (Zumailah et al., 2022, p. 6727). The meaning of this quote is that behavioristic learning theory is explored by experts who have their views on the value produced by behavioristic learning theory. But in essence, behavioristic learning theory is a good reaction or response according to planning to produce changes in the attitudes, thoughts, and behavior of a student.

Mechanistic

One of the efforts of Christian religious education teachers in achieving learning objectives is to design models or carry out effective, creative, and dynamic learning which creates an atmosphere based on existing mechanisms (Maher et al., 2021, p. 41). The characteristic of behavioristic learning theory is that it is mechanistic, which means that to lead to changes in student behavior, there must be a mechanism that must be followed. These mechanisms are such as students memorizing lessons to support certain tests or questions so that students experience changes in the field of cognition and other examples such as students apologizing when they make mistakes and are given advice by educators or someone who is an adult so that they experience changes in behavior (Djamarah, 2016). If there is a stimulus by itself or mechanically there is a response or reaction to student changes. Behavior change is the main goal in this behavioristic learning theory, it is very necessary to apply mechanisms to achieve learning goals effectively. This can evoke the same response as apologizing. This action is part of the mechanism of change towards changing the behavior of a student.

Assume Exercise is Important in the Learning Process

The characteristics of behavioristic learning theory are also important to explain as part of developing the application of this theory in Christian religious education. In the learning process of behavioristic theory, training is a very important characteristic to achieve the goal to be achieved, namely behavior change. This can be explained that changing behavior can be done through training or getting used to responding to stimuli received by students (Siregar & Nara, 2014). Thorndike, a behaviorist learning theorist, explained that the law of exercise greatly strengthens the relationship between response and stimulus. It is important for teachers of Christian religious education to pay attention to this in applying this theory in the learning process carried out.

Stages of Development of Behavioristic Learning Theory

Behavioristic learning theory in the learning process has stages of development toward changes in student behavior. This is the basis that explains that the development of human behavior is formed during the first year, which determines how far the individual succeeds in adapting or adjusting in the learning process and subsequent life (Baskoro, 2020, pp. 64–65). The stages of development of behavioristic theory experience three stages of conditions that allow behavior changes to students to occur, namely (1) Changes can occur if individuals get

help or guidance to make changes in themselves; (2) Change tends to occur when people who are valued treat individuals in new and different ways, which means creative and dynamic methods; and (3) the change occurs when there is strong motivation from the individual's part to make voluntary and conscious behavior (Amalia & Fadholi, 2013, p. 4). The process of changing a student's behavior is supported by the environmental conditions, strategies, and personality of the student. That is, a student must realize that change occurs because there is an intention to change.

To achieve the behavior change referred to by behavioristic learning theory, several stages of development must be passed. This development took place in stages as described in the following sections.

Progressive Change (Progressive Principle)

The first stage of development in behavioristic learning theory is the advanced stage, which means that changes in a student's behavior progress day by day through the learning process of Christian religious education. That is, the development of behavior in the learning process continues to be pursued so that an element occurs in determining the achievement of learning objectives. Therefore, education must provide a good stimulus (Muhammad Dhori, 2021). The existence of changes that occur is the principle of progress in learning theory as a result and learning objectives. That is, the learning process carried out provides results that develop from time to time.

Inter-sectional Change (Systematic Principle)

The second stage of the development of behavioristic learning theory is the changes that occur between parts or between functions of the organism (every person experiences gradual development) in which the interdependencies (relationships) are mutually integral (connected) harmoniously. This systematic principle is a gradual development. Changes that occur will experience changes that occur as a result of the next learning process (Astutik, 2020). That is, the development of changes in a person's behavior occurs gradually, not necessarily as changes occur as a whole. The learning process is part of the process of changing student behavior.

Change Takes Place in an Orderly (Continuous Principle)

The development of behavior change in behavioristic learning theory occurs sequentially. This regular change is continuous from time to time. As a result of learning, the changes that occur within a person are ongoing, not static. One change that occurs will cause the next change and will be useful for life or the next learning process (Astutik, 2020). This behavior change process will continue until it reaches its climax, namely positive behavior changes that occur in students.

Analysis of Behavioristic Learning Theory Based on John 4:1-42

Background John 4:1-42

John 4:1-42 is a message that introduces who Christ is to everyone. Dave Hagelberg (2019) says that around the world, people who are not highly educated find deep comfort in John. That is, giving a good explanation to everyone who reads the Gospel of John so that

they understand who Christ is and they finally believe. John had special, special qualities in his presentation of Christ and this is arguably the most important thing in his theology. The Gospel of John is general in nature and is aimed primarily at unbelievers so they can know and be sure that Jesus is the Messiah, the Son of God.

In the context of John 4:1-42, it tells about the conversation between the Lord Jesus and the Samaritan woman, where the conversation is one of the learning processes that took place between the Lord Jesus and the Samaritan woman. In the conversation, various questions and answers were presented by the Lord Jesus and the Samaritan woman. This was impossible because of the cultural and social conflict in which the Samaritans could not get along with the Jews. But the attitude of Jesus the Great Teacher toward the Samaritans was truly amazing (Sukendar, 2015). The Samaritan woman did not expect a meeting with the Lord Jesus and there was a very good conversation process that moved the heart of a Samaritan woman. To explain that Jesus Christ is the Savior of the world and only in Jesus, there is salvation. Thus, the primary purpose of John's Gospel was to evangelize Jews, but Gentiles could also be evangelized through it (Hagelberg, 2019). John's intention in writing this Gospel was so that those who read it would believe that Jesus is the Christ and the Son of God, and so that through it you may become one with Him and have eternal life (John 20:30-31).

Behavioristic Learning Theory Based on John 4:1-42

In the context of John 4:1-42, it contains the meaning of behavioristic learning theory, namely a learning process that involves the values, principles, and characteristics of behavioristic learning theory. Based on the results of the researcher's analysis, there are several behavioristic learning theories in John 4:1-42, namely the Theory of Building Relationships (Theory of Connectionism) contained in paragraph 7; Consequence theory as a result of the behavior that is done (operant conditioning theory) contained in paragraph 16; Theory of Combined Stimuli (Law Of Contiguity Theory) contained in paragraphs 7, 13 and 14 as well as paragraphs 16 and 17; and The theory of behavior that influences the environment (society) contained in verses 16 and 21. In the following, the researcher explains the results of the analysis related to behavioristic learning theory based on John 4:1-42 which can be applied in the learning process of Christian religious education.

Relationship Theory or Connectionism Theory (Verse 7)

In John 4:7 the Lord Jesus said "Give me a drink" which according to Renny Tade Bengu (2022) explained that the Lord Jesus asked for water. This request is Lord Jesus' way of building relationships and the opportunity to call Samaritan women. While in verse 9, the word "ask" (Greek: *aiteo*) means to ask, ask, call, really need, and desire or desire. That is, verses 7 and 9 are connectionism that was built by the Lord Jesus with the Samaritan woman. Jesus and the Samaritan woman were different in terms of degree, race, politics, and social. But Jesus built a dialogue openly without seeing the Samaritan woman as a sinful and unclean woman.

This conversation is a principle of connectionism learning theory through the stimulus "give" (Greek: *doz*) with the response of the Samaritan woman who actively provides

answers. Demonstrating sociability (Greek: *sugkhraomai*) which means associating by building relationships in two ways, namely building relationships in community (social) relations and building relationships through the means of food and drink (Vienshe & Bella, 2022). Based on this view, the researcher provides an explanation that the connectionism theory in this context talks about building through the stimulation of questions that the Lord Jesus asked the Samaritan women and the Samaritan women gave a response. The question that the Lord Jesus revealed was the introduction to the learning process to reveal the truth of the Gospel to the Samaritan woman.

Connectionism theory occurs because of the stimulus and response. This explains that human behavior is nothing but a relationship between stimulus (stimulus) and response (answer, response, reaction), which is termed the S-R bond (Hariyanto, 2017). In verse 10 it explains that the Lord Jesus continued the questions that elicited (provided stimulus) so that the Samaritan woman had a very good and effective response by saying in verse 11 "Lord, you have no bucket and this well is very deep, where do you get living water?" That?" Continuation of learning through the dialogue of the Lord Jesus with the Samaritan woman to build a connectionism theory, namely encouraging through questions that arouse the curiosity of the Samaritan woman. The Samaritan woman's arrival at the well to meet the Lord Jesus creates a serious process of learning or skill so that the Samaritan woman's life can be restored (Selvianti, 2018). This second stimulus is a continuation that provides stimulation to the Samaritan woman so that her behavior and behavior can change.

Consequences of Conducted Behavior Theory or Operant Conditioning Theory (Verse 16)

Operant conditioning theory is a theory developed by Skinner. According to him, a response produces a number of consequences that will affect human behavior. To understand these changes in behavior, one must understand the relationship between stimuli and other stimuli and understand the response and consequences caused by a person's response (Siregar & Nara, 2014). Thus the change occurs because of an active and good stimulus and response from someone. Based on the context in John 4:1-42, several analyzes of operant conditioning theory can be described which explains that responses arise due to certain stimuli which are instrumental so that curiosity arises and develops and a person's behavior changes. Operant conditioning theory analysis based on John 4:1-42, as follows:

First: give me a drink (verse 7) and He will give you living water (verse 10). This sentence is a tool used by the Lord Jesus to produce a response from the Samaritan woman. This method was used by the Lord Jesus to teach and preach the Gospel to Samaritan women by asking for help, namely, give me a drink. Drinking water is a real object where the Lord Jesus began to build good communication with Samaritan women (Ha'e, 2020). As the Great Teacher, the Lord Jesus showed humility and provided good stimulation with effective conversation. After the Lord Jesus gave drinking water as a stimulus, the Lord Jesus offered another stimulus, namely living water. In this analysis, living water can be interpreted as something that points to the spiritual direction, namely eternal life and the living water referred to in this context is Jesus Christ.

Second: go call your husband (verse 16). This question from the Lord Jesus is another stimulus to explain something better by providing an understanding that is called

instrumental. Instrumental in operant conditioning theory is a change in mental, behavior and behavior caused by a tool (stimulus). These words of the Lord Jesus aim to increase the understanding, understanding, and openness of the Samaritan woman so that she truly accepts Christ and repents her improper behavior (Ha'e, 2020). That is, the Lord Jesus Christ dismantled the old behavior of the Samaritan woman so that she would be exposed and experience a change in her behavior. This is proven, in verses 28 and 29 it is explained that the Samaritan woman left her water jar and went to her village to witness what she had received from the Lord Jesus, sharing it with the Samaritans.

Based on the operant conditioning theory analysis above, it can be explained that the sentences "give me minimal", "He gives living water", and "call your husband", are other stimuli and stimuli. According to Skinner, a person's mental changes are caused by a tool (in the form of a stimulus, for example: give me a drink), to explain behavior using other stimulants (for example: call your husband). Therefore, operant conditioning theory requires reinforcement which consists of positive (good) reinforcement such as giving rewards, and negative (bad) reinforcement such as procrastinating. According to the results of the analysis, the positive reinforcement is in the form of a stimulus question "Give me a drink", and the negative reinforcement is "Call your husband" which, even though she does not have a husband, the Lord Jesus explains again that you do not have a husband, your five husbands are not husbands. According to the theory of operant conditioning, if one stimulant is not understood by students, then another stimulant is given and it must be explained again so that students can understand correct mistakes and experience changes in behavior.

Combined Stimulus Theory or Law Of Contiguity Theory **(Verse 7, 13, and 14; 16 and 17)**

The law of contiguity was developed by Edwin Guthrie which has the understanding that a combination of stimuli accompanied by movement will reappear with the same tendency of movement. Edwin Guthrie in his theory explains, uses stimulus and response relationship variables to explain the occurrence of the teaching and learning process (Moh. Suardi, 2018). The sentences of the theory of law of contiguity (combined stimulus) are found in John 4: 1-42 which consist of:

First: give Me to drink (verse 7) and He gives living water (verse 10); whoever drinks this water will be thirsty again (verse 13) and the water that I give becomes a spring of water within him (verse 14). In this context, combined with the theory of contiguity, it provides an illustration that the Lord Jesus Christ, the Great Teacher used a combination of stimulants so that Samaritan women experience a process of intellectual, behavioral, and attitude change towards the Lord Jesus and the Gospel that was preached.

Second: go call your husband (verse 16) and you have five husbands, not your husband (verse 17). The Lord Jesus used a combination of these stimulants simultaneously to dismantle the sinful habits of the Samaritan woman. This behavior will be explained one by one by the Lord Jesus Christ through a combination of stimulants brought up by the Lord Jesus through the form of questions. Through this combined stimulant, Samaritan women are increasingly convinced and understand that the Lord Jesus is a prophet, resulting in changes in the attitudes, behavior, and lives of Samaritan women.

Based on the above analysis, according to the law of contiguity, changes in a student's attitude and behavior occur if they often receive stimulants so that the relationship experiences closeness and is more lasting. Every situation and learning process must provide a lot of stimulants to students that are associations so that they get a lot of responses (Siregar & Nara, 2014). That is, a combination of stimulants or combined law (law of contiguity) is very important in the learning process to generate enthusiasm and motivation to learn and change in a student. Of course, it requires the ability of a teacher to use this law of contiguity in Christian religious education learning activities. The same thing to Lois E. Lebar's (2016) explanation that repetition or giving new explanations in the form of interesting activities is never boring because in principle it shows a learning situation that brings the interest of a student who is learning. Thus, the law of contiguity is very well used in the learning process, as was done by the Lord Jesus for the Samaritan woman, thus giving a new understanding to the Samaritan woman so that there is a change in behavior and life that has a big impact on changes in the people around her.

Theory of Behavior that Influences the Environment (Society) or Social Learning Theory (Verses 16 and 21)

In the analysis of John 4:1-42, there is also social learning theory. The social learning theory referred to in the context of verses 16 and 21 is related to the Samaritan woman's repentance and turning to salvation through Jesus Christ which ultimately influenced other people in her area to obtain salvation in Jesus Christ (Gulo, 2020). This means that the behavior of the Samaritan woman previously only created a negative attitude from the surrounding community, but after meeting Jesus her behavior changed to be positive in the eyes of the surrounding community. Social learning theory was developed by a character named Albert Bandura who explained that a student can experience behavior with the influence of social learning. According to Albert Bandura, the social learning process is expected that each individual can manage knowledge and information independently and independently obtained from the environment, teachers, and models that are accepted in the surrounding environment. This will organize and compile all information by paying attention to the parts that are touched to be able to provide feedback (Lesilolo, 2019). The social learning theory put forward by researchers based on the results of the analysis is as follows:

First: the Lord Jesus gave attention (attention) as explained in verse 10 "He (Jesus) gave living water"; verse 16 "Call your husband"; verse 24 "Worship God in spirit and truth". The words of this conversation are the Lord Jesus' attention to women about their spiritual life or a life that has been controlled by sin. But Jesus paid attention so that the Samaritan woman would experience repentance. In giving attention, some factors must be considered by a teacher including self-association models, attractive models that are widely observed, elements of imitation, and reinforcement factors as part of the complexity of events towards the attention given (Lesilolo, 2019). So, attention is very important to change someone's behavior, such as the Samaritan woman who experienced a behavior change and did not understand who the Lord Jesus was, finally became a witness to proclaim the Gospel to others.

Second: there is motivation received by the Samaritan woman as the Lord Jesus conveyed in verse 16 "Call your husband" and 21 "Believe in me, O woman, the time will come that you will worship the Father not on this mountain and not in Jerusalem either". This sentence is a motivational invitation that has meaning that Samaritan women have the encouragement to immediately believe in Jesus and experience changes in behavior and spiritual life that have a big impact. Drives according to social learning theory are past drives, promised (intensive) drives that we can imagine, and tangible drives (such as seeing a talking model or worthy of imitation) (Hariyanto, 2017). From this explanation, it can be understood that the encouragement given by the Lord Jesus to the Samaritan woman consisted of past encouragement by providing past stimulation of the woman who said to call your husband. The sentence is the action of the Samaritan woman about the past that she must change. Intensive and tangible encouragement is seen when Jesus said believe in Me and you will worship God in spirit and truth. The sentence shows a hope that is being imagined by a Samaritan woman who will repent and accept the promise or shadow that has been conveyed by the Lord Jesus to her.

Application of Behavioristic Learning Theory Based on John 4:1-42 In Christian Religious Education

As a behavioristic learning theory, it can be effectively applied in teaching Christian religious education. The application of behavioristic learning theory in teaching and learning activities has a dependency on several important things including learning objectives, learning materials and their nature, learner characteristics, media and tools used as well as other learning facilities that can support the application of behavioristic learning theory in Christian religious education (Sukarman, 2016). That is, the application of behavioristic learning theory in Christian religious education learning is adjusted to the readiness and ability of the teacher to implement it. Teaching activities At first, the teacher showed a friendly attitude and gave praise to students so that the atmosphere and class conditions became more relaxed. This is one method of applying behavioristic theory to Christian religious education.

Behavioristic learning theory based on John 4:1-42 which consists of the relationship theory or connectionism theory (Verse 7); the theory of the consequences of the behavior that is done or the theory of operant conditioning (Verse 16); combined stimulus theory or law of contiguity theory (Verse 7, 13 and 14; 16 and 17); and theory of behavior that influences the environment (society) or social learning theory (Verse 16 and 21) can be applied in Christian religious education with the following description:

First: to apply it in the learning process of Christian religious education, it is necessary to have the initial ability to analyze the characteristics of students as subjects who are expected to be able to have the ability and experience changes in behavior following predetermined standards. This initial ability will determine the development process to the expected final learning objectives. For this reason, a Christian religious education teacher understands the characteristics of students in the following steps: (a) the teacher obtains a complete and clear description of the introduction of learning to be delivered properly; (b) obtain an overview of previous student experiences so that it is easy for teachers to

understand good ways and strategies in guiding students to a better direction; (c) the teacher can find out the background of students, for example, their family, social, cultural, economic and spiritual life; (d) knowing the intellectual development, understanding, spirituality and responses of students when conveying stimuli that encourage reactions; (e) the teacher needs to know the aspirations and needs of a student; (f) teachers need to know the level of student change in the learning process of Christian religious education.

Second: make a plan in presenting the material professionally and reasonably, so that students can be interested in the stimulation conveyed by the teacher. To achieve this, teachers need to pay attention to several steps that must be taken, namely: (a) need to adjust to the initial conditions of the students so that they have the opportunity to convey the gospel message or Christian religious education learning materials; (b) see the readiness of students to receive stimuli that have been prepared by a teacher; and (c) conveying the peak learning objectives of Christian religious education.

Based on this application, the results of the analysis of behavioristic learning theory based on John 4:1-42, are very relevant to be applied in Christian religious education today considering the circumstances and needs of students for God's truth, namely in the form of students' spiritual needs. Therefore, a Christian religious education teacher can provide stimulation and a combination of stimuli to produce a good and effective response from a student.

RECOMMENDATIONS ON RESEARCH AND DEVELOPMENT

Based on the results of this analysis and research, the researcher can provide recommendations for the development of research that is beneficial to educational institutions, foundations, and church organizations as well as Christians, especially for Christian religious education teachers to find out the right and effective methods and strategies according to the needs of students in the framework of character building behavior change and repentance through the learning process of Christian religious education. Thus, it is hoped that Christian religious education teachers and educational institutions can use this research as a reference in conducting further research or as a reference for one of the learning resources at school. As reference material, this research can be developed by looking at correlations in learning and various relevant research topics following the facts and conditions that are currently being researched and developed.

CONCLUSION

Behavioristic learning theory based on John 4:1-42 is a learning process carried out by the Lord Jesus Christ by building relationships with Samaritan women, exploring the behavior of Samaritan women, providing stimulus, and influencing Samaritan women so that they become tools to influence the surrounding community. Therefore, a teacher must be able and equip himself with readiness to apply the relationship theory or connectionism theory (Verse 7); the theory of the consequences of the behavior that is done, or the theory of operant conditioning (Verse 16); combined stimulus theory or law of contiguity theory (Verse 7, 13 and 14; 16 and 17); and behavioral theory that influences the environment (society) or social learning theory (Verse 16 and 21) in the learning process of Christian religious education.

Teachers must prioritize behavior change in the learning process of Christian religious education and develop themselves with the ability to provide stimulants to students to develop intellectual, spiritual, and behavioral change or repentance as a good and effective response from a student the same as the Samaritan woman achieving effective goals that are, people become believers because of changes in attitude and testimony.

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