e-ISSN: 2808-8263
p-ISSN: 2829-0976
**International Conference on Elementary Education**
Volume 8, Nomor 1

# Implementation of Behavioristic Shaping and Modeling Techniques in Differentiated Learning for 5th Grade Elementary School

**Nina Rostiana[1*], Arie Rakhmat Riyadi[2]**

Pendidikan Dasar FIP Universitas Pendidikan Indonesia
*nina.rostiana55@upi.edu

**Abstract.** This study aims to describe and analyze the implementation of shaping and modeling techniques in differentiated learning for fifth-grade elementary school students. The background of this research is based on the need for a learning approach that not only builds positive learning behaviors but also adapts to the diverse characteristics, interests, and abilities of students, as emphasized in the Merdeka Curriculum. This research employs a descriptive qualitative method with data collected through observation, interviews, and documentation. The findings indicate that the shaping technique, implemented through gradual task assignments from easy to difficult, enhances students' learning motivation. Meanwhile, the modeling technique, in which the teacher demonstrates examples, effectively supports students in understanding the learning material. Moreover, students expressed awareness of diverse learning styles and felt that the teacher's instructional methods suited their individual learning needs. Thus, the implementation of these two behaviorist techniques supports adaptive, engaging, and responsive differentiated learning in elementary education.

**Keywords:** shaping, modeling, differentiated learning

## INTRODUCTION

Basic education serves as a fundamental foundation for shaping students' character and developing their learning abilities. In elementary school learning, teachers are required to design strategies that not only deliver subject content but also foster positive learning behaviors. Behaviors formed through daily habituation play a significant role in shaping students' character. Every school strives to implement programs that support the development of the expected character values of the nation. However, the fact that many students today still require strong role models in character formation remains one of the greatest challenges in the field of education.

In classroom practice, teachers must apply learning approaches that are relevant and effective in forming learning behaviors. One learning theory that remains influential to this day is the Behaviorism Theory, particularly through the application of shaping (gradual behavior formation) and modeling (learning through imitation). Previous studies have demonstrated the success of shaping techniques in strengthening students' behavioral development (Isnugrahani, 2020). Behaviorism Theory posits that learning occurs through stimulus–response relationships reinforced through repetition and reinforcement. It also views individuals as reactive beings whose behaviors are shaped by environmental stimuli, experience, and habituation (A.M. Irfan Taufan Asfar et al., 2023). Unlike cognitive theory,

e-ISSN: 2808-8263
p-ISSN: 2829-0976

which emphasizes internal mental processes, Behaviorism Theory focuses on observable learning outcomes that can be measured and objectively evaluated (Umar in Rika Widianita, 2023).

In the context of the elementary school classroom, the shaping technique enables teachers to guide students progressively toward the desired learning behavior, while the modeling technique allows students to observe and imitate behaviors demonstrated by teachers or peers. These techniques are especially relevant for elementary school students who are still in a concrete developmental phase and are highly responsive to reinforcement and demonstrations provided during learning activities.

Along with the implementation of the Merdeka Curriculum, learning in elementary schools is directed toward differentiation—adjusting learning activities to students' needs, interests, readiness, and individual characteristics. According to Abidin (2022), applying the Behaviorism Theory in learning requires teachers to analyze students' initial abilities before determining appropriate reinforcement strategies. This situation becomes a challenge since students present different learning backgrounds, abilities, and learning styles. Therefore, Behaviorism-based techniques such as shaping and modeling can be applied strategically to build adaptive learning behaviors through gradual reinforcement and learning demonstration tailored to students' needs.

Although various studies have independently discussed shaping, modeling, or differentiated learning, there is still a limited number of studies that specifically explore the integration of shaping and modeling techniques within differentiated learning practices in the elementary school context. This research seeks to address this gap by describing and analyzing how the implementation of behavioristic shaping and modeling techniques supports differentiated learning in a fifth-grade classroom and how these techniques contribute to fostering positive learning behaviors among students.

## METHODOLOGY

This study employed a descriptive qualitative approach with the aim of providing an in-depth description of the implementation process of shaping and modeling techniques in differentiated learning at the elementary school level. The research subjects were 5th-grade students from one of the elementary schools in Garut Regency. The study was conducted in May 2025.

Data collection techniques included observation, interviews, and documentation.

The data analysis process followed the stages of data reduction, data display, and conclusion drawing. The quality of the analysis depended on the appropriateness of the methods applied, which in turn determined the validity of the data.

According to Miles and Huberman, data analysis involves systematically processing the data, classifying and organizing it into structured forms, presenting it coherently, and finally drawing conclusions from the overall process (Umar Sidiq & Moh. Miftachul Choiri, 2019).

| No | Aspect Explored | Interview Question | Purpose of the Question |
|---|---|---|---|
| 1 | Learning experience in class | What do you think about your learning activities in class so far? | To explore students' general experiences and perceptions of their learning process. |
| 2 | Teacher's treatment of students | Has your teacher ever given assignments that start from the easiest ones first? | To find out whether students are aware of the application of the shaping technique. |
| 3 | Response to the shaping technique | How do you feel when assignments are given gradually, from easy to more difficult? | To explore the effects of shaping on students' feelings and learning motivation. |
| 4 | Experience observing teacher examples | Does your teacher often demonstrate how to complete tasks in front of the class? | To explore students' perceptions of the implementation of the modeling technique. |
| 5 | Response to the modeling technique | Do you find it easier to learn after watching your teacher's example? Why? | To assess how modeling helps students understand the material. |
| 6 | Differences in learning needs | Do you think all your classmates learn in the same way? | To explore students' understanding of diverse learning styles in class (differentiation). |
| 7 | Learning needs and support | Have you ever felt that your teacher's teaching method suits your way of learning? | To identify the effects of differentiated approaches through behavioristic techniques. |
| 8 | Difficulties and expectations | Is there anything that makes it hard for you to learn? What do you expect from your teacher? | To identify challenges faced by students and gather suggestions from their perspective. |

## RESULTS AND DISCUSSION

### Students' Feelings Toward Classroom Learning

Based on data obtained from an online questionnaire, 10 students reported feeling very happy and 13 students felt quite happy participating in classroom learning activities. These results indicate that most students experienced a sense of comfort, enjoyment, and motivation while learning in class. A positive emotional climate in learning is essential to the success of differentiated learning integrated with behavioristic techniques.

e-ISSN: 2808-8263
p-ISSN: 2829-0976

According to Berkson and Wettersten (in Fidienillah, 2024), meaningful learning should represent a transformation rather than a mere transfer of knowledge. In the observed classroom, this transformation occurred because the teacher emphasized the learning process, not only learning outcomes, and fostered a joyful atmosphere that invited students to actively engage. From the perspective of Behaviorism Theory, positive reinforcement—such as supportive teacher behavior and structured task sequences—can build students' enthusiasm and increase their likelihood of repeating desired learning behaviors. Thus, the emotional comfort reported by students is not only an affective indicator but also a behavioral signal that the applied reinforcement has been effective.

Table 1. Distribution of Responses to Question No. 1

| Question | Response Category | Number of Students |
|---|---|---|
| How do you feel during classroom learning activities? | Very happy | 10 |
| | Quite happy | 13 |
| | Neutral | – |
| | Less happy | – |
| | Not happy | – |

**Implementation of the Shaping Technique in Differentiated Learning**

Question 2 in the questionnaire indicated that the teacher always or often assigns tasks gradually (23 students: 13 answered "always," 10 answered "often"). Question 3 further confirmed that 23 students agreed (17 "agree," 6 "strongly agree") that the easy-to-difficult sequence of tasks increases their learning motivation.

In the process of assigning tasks, the teacher does so progressively, starting from the easier ones. Before giving assignments, the teacher first ensures the students' readiness and capability to complete the tasks provided.

The basic concept of shaping aligns with the general principles of behavioral therapy, which aim to develop desired behaviors and reduce undesired ones through reinforcement. Shaping is carried out by forming new behaviors that have not yet appeared, through direct and systematic reinforcement every time the target behavior begins to emerge (Khotiman et al., 2021).

According to B.F. Skinner (in Habsy et al., 2024), shaping is a learning process in which complex behavior is formed gradually through reinforcement of behaviors that increasingly approximate the desired final form. This technique allows individuals to learn behaviors that do not naturally occur by providing positive or negative reinforcement step by step. The concept was developed by Skinner as a method for teaching behaviors that are difficult to elicit spontaneously. However, if the initial target set is too high, it may lead to failure and a decrease in students' learning motivation.

**Table 2.** Distribution of Responses to Question No. 2

| Question | Response Category | Number of Students |
|---|---|---|
| During learning, does your teacher give assignments starting from the easiest to the most difficult? | Always | 13 |
| | Often | 10 |
| | Sometimes | – |
| | Rarely | – |
| | Never | – |

**Table 3.** Distribution of Responses to Question No. 3

| Question | Response Category | Number of Students |
|---|---|---|
| Do you think gradual assignments (from easy to difficult) make you more motivated to learn? | Strongly agree | 6 |
| | Agree | 17 |
| | Undecided | – |
| | Disagree | – |
| | Strongly disagree | – |

### Implementation of the Modeling Technique in Differentiated Learning

Questions 4 and 5 illustrated the practice of modeling, in which the teacher demonstrates how to complete a task before students attempt it on their own. Students' responses indicated that the majority felt helped and found it easier to learn after the teacher modeled how to solve the problems.

This finding is consistent with Bandura's theory (in Yanuardianto, 2019), which explains that the mastery of complex knowledge and skills is not only influenced by factors such as attention, retention, motor reproduction, and motivation, but also heavily depends on internal factors within the learners themselves—namely, their self-efficacy (belief in one's own ability) and self-regulation (ability to control and guide one's own behavior).

e-ISSN: 2808-8263
p-ISSN: 2829-0976

Self-efficacy refers to an individual's belief that they are capable of mastering a certain skill or knowledge according to established standards. Meanwhile, self-regulation involves two main aspects:

A cognitive structure that serves as a reference for behavior and determines learning outcomes; and

A cognitive process that functions to recognize, evaluate, and consciously direct one's behavior.

According to Hutomono (in Fitri et al., 2023), the modeling technique is a method in which an individual observes and learns behaviors from a model with the aim of exhibiting new, desired behaviors. This technique involves processes of imitation, identification, and learning through observation of others. The main goal of the modeling technique is for individuals to acquire new behavior patterns by emulating behaviors demonstrated by others.

Erford (in Fitri et al., 2023) categorizes modeling techniques into three types:

1. Live modeling – the model is presented directly in the learner's real-life context, allowing them to observe and learn the skills in a natural setting.
2. Symbolic modeling – the model is presented in symbolic form, such as through audio recordings, videos, films, or images, enabling learners to understand the behavior through representative media.
3. Covert modeling – the learner is asked to imagine performing the desired behavior, either by themselves or by others, as a form of learning through guided visualization.

**Students' Perceptions of Learning Style Diversity**

In question number six, students were asked to assess whether they felt they had a different learning style compared to their peers. Most students answered "somewhat different," indicating an awareness of the diversity of learning needs in the classroom. This reinforces the importance of differentiated instruction to ensure that all students feel fairly accommodated. As found in the study by Kebutuhan & Siswa (2023), through differentiation in content, process, product, and learning environment, differentiated learning creates relevant and meaningful learning experiences that align with students' strengths and weaknesses. Furthermore, by adjusting teaching methods according to individual student needs, this approach not only enhances motor skills but also builds confidence, motivation, and collaboration among students (Islam, 2024).

Differentiated learning is a process in which students are given the opportunity to learn material according to their abilities, interests, and individual needs. Through this approach, students can learn more optimally without feeling pressured, frustrated, or experiencing failure during the learning process (Tomlinson in Kunci, 2024). Similarly, Islam (2024) stated that the differentiation approach also facilitates the development of students' critical and creative thinking skills, as well as increases their confidence in completing tasks. During the learning process, teachers strive to meet students' learning needs by applying the principle of differentiated fairness according to their learning styles. Research by Berdiferensiasi et al. (2025) revealed that there were challenges during the initial implementation of differentiated learning. However, over time, the application of differentiated learning had a positive impact and made the learning process easier for students.

**Students' Responses to Teacher Support (Questions 7–8)**

From the responses to questions 7 and 8, it appears that the majority of students feel that their teachers have provided assistance when they experience learning difficulties, such as by re-explaining the material or giving additional examples. In addition, most students feel that the teacher's teaching style matches their own learning style. This indicates the success of implementing responsive, student-centered learning that aligns with the principles of differentiated instruction.

As shown in the study by Guru & Siswa (2019), there is both a partial and simultaneous influence of students' self-efficacy and teachers' social support on academic achievement. This finding is consistent with Safitri et al. (2024), who stated that collaboration between educators and students is not only a necessity but also a valuable investment in shaping learners who are not only academically competent but also possess high learning motivation. Furthermore, during the learning process, mathematics anxiety and teachers' social support have been shown to affect students' mathematics achievement (Hastuti & Yoenanto, 2018).

Meaningful support from teachers can change students' perceptions that difficult subjects—such as mathematics—can become enjoyable when teachers provide support throughout the learning process. This aligns with Hastuti & Yoenanto (2018), whose research found that teacher support and personal relevance significantly influence academic self-efficacy and enjoyment in learning mathematics.

e-ISSN: 2808-8263
p-ISSN: 2829-0976

In this context, there is a reciprocal relationship perceived by teachers in providing support to their students. This corresponds with the findings of Tahoma (2018), which showed a positive correlation between social support and self-resilience among elementary school teachers. The results indicate that the higher the level of social support teachers receive, the greater their level of resilience.

## CONCLUSION

Based on the research conducted in a fifth-grade elementary classroom, it can be concluded that the implementation of shaping and modeling techniques within the behavioristic approach plays a significant role in supporting differentiated learning. The shaping technique, carried out through the gradual assignment of tasks, has been proven to enhance students' enthusiasm and learning motivation. Meanwhile, the modeling technique helps students understand the material through concrete examples demonstrated by the teacher, thereby accelerating the internalization of the desired learning behaviors.

Most students showed positive responses toward this approach—in terms of their feelings about the learning process, their awareness of diverse learning styles in the classroom, and the compatibility between the teacher's instructional methods and their individual learning needs. This indicates that the integration of behavioristic principles through shaping and modeling can effectively foster adaptive and enjoyable learning experiences that align with the characteristics of students at the elementary level.

Thus, the implementation of behavioristic shaping and modeling techniques in differentiated learning is not only effective in developing positive learning behaviors but also serves as a relevant instructional strategy to address the challenges of learner diversity and individual needs in the Merdeka Curriculum era.

## REFERENCE

Abidin, A. M. (2022). Penerapan Teori Belajar Behaviorisme Dalam Pembelajaran (Studi Pada Anak). An-Nisa, 15(1), 1–8. https://doi.org/10.30863/an.v15i1.3315

Berdiferensiasi, P., Di, K. V, & Negeri, S. D. (2025). ANALISIS PERSEPSI GURU DAN SISWA TERHADAP. 5(3), 2681–2690.

Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, M. (2019). Metode Penelitian Kualitatif di Bidang Pendidikan. In Journal of Chemical Information and Modeling (Vol. 53, Issue 9). http://repository.iainponorogo.ac.id/484/1/METODE PENELITIAN KUALITATIF DI BIDANG PENDIDIKAN.pdf

Fidienillah, F. F. (2024). Penerapan Teori Belajar Behavioristik Untuk Membentuk Karakter Disiplin Siswa Sekolah Dasar. Journal Education and Government Wiyata, 2(1), 2024–2025. https://journal.wiyatapublisher.or.id/index.php/e-gov

Fitri, M. F., Suharmawan, W. S., & Mawaddati, I. R. M. (2023). Efektivitas Bimbingan Kelompok dengan Teknik Modelling untuk Meningkatkan Motivasi Belajar Santri dalam Menghafal Al-Qur'an Angkatan VIII Pondok Pesantren Ibnu Katsir 2 Jember. PANDALUNGAN : Jurnal Penelitian Pendidikan, Bimbingan, Konseling Dan Multikultural, 1(2), 146–154. https://doi.org/10.31537/pandalungan.v1i2.1169

Guru, D. S., & Siswa, P. B. (2019). No Title. 1(1), 69–76.

Habsy, B. A., Khaelani, F. F., Hanani, A. K., Anggraini, F. A., Zulfah, S. Z., & Rahma, A. A. (2024). Penerapan Teknik Modifikasi Perilaku: Imitation, Shaping, Dan Chaining Di Sekolah Ramah Anak. Jurnal Pengabdian Sosial, 1(7), 629–637. https://doi.org/10.59837/3ezap328

Hastuti, W. H., & Yoenanto, N. H. (2018). Pengaruh Self-Regulated Learning , Kecemasan Matematika , Dukungan Sosial Guru Matematika , dan Dukungan Sosial Teman Sebaya terhadap Prestasi Belajar Siswa SMP Negeri " X " Surabaya. 6, 116–130.

Islam, P. A. (2024). Irfani : jurnal pendidikan islam Irfani : jurnal pendidikan islam. 20(November), 277–295.

Isnugrahani, R. P. T. I. (2020). Penerapan Konseling Kelompok dengan Teknik Shaping untuk Meningkatkan Tanggung Jawab Belajar pada Siswa Kelas VIII di UPT SMP Negeri 29 Gresik. Jurnal BK UNESA, 11(3), 1–7.

Kebutuhan, M., & Siswa, D. (2023). No Title. 8, 148–165.

Khotiman, C., Wahyuni, E., Permatasari, D., & Latifah, L. (2021). Upaya Meningkatkan Kemandirian Belajar Siswa Berbantu Teknik Shaping. Jurnal Konseling Indonesia, 7(1), 1–6. http://ejournal.unikama.ac.id/index.php/JKI

Kunci, K. (2024). 11913-33506-1-Sm. 13(2), 277–290.

Rika Widianita, D. (2023). No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析 Title. AT-TAWASSUTH: Jurnal Ekonomi Islam, VIII(I), 1–19.

Safitri, S. M., Masnawati, E., & Darmawan, D. (2024). PENGARUH GAYA MENGAJAR GURU , DUKUNGAN ORANG TUA DAN KEPERCAYAAN DIRI TERHADAP MINAT BELAJAR SISWA. 14, 9–18.

Tahoma, O. (2018). DUKUNGAN SOSIAL DAN RESILIENSI DIRI PADA GURU. 7(April).

Yanuardianto, E. (2019). Teori Kognitif Sosial Albert Bandura (Studi Kritis Dalam Menjawab Problem Pembelajaran di Mi). Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah, 1(2), 94–111. https://doi.org/10.36835/au.v1i2.235