Systematic Literature Review

The Sustainability of Behaviorist Principles in Developing Holistic Competencies in Early Childhood Education and Elementary School Students

Nailah Aliya Putri Antero [1] **, Rochmawati** [2]

[1] Malang State University; nailah.aliya.2201316@students.um.ac.id
[2] Malang State University; rochmawati.fip@um.ac.id

Abstract

Purpose: to explore the sustainability and relevance of Behavioristic principles in contemporary education at the early childhood education (PAUD/TK) and elementary school (SD) levels. Behaviorism is often considered a classical theory. Does its main principle of reinforcement still implicitly dominate teachers' behavior management practices in shaping holistic competencies such as character, social-emotional, and student discipline?

Design/Methodology/Approach: using a qualitative approach with a *Systematic Literature Review* (SLR) that refers to the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) model. This model is used to collect, analyze, and synthesize literature systematically and transparently regarding the application of Behaviorist principles in holistic education.

Results/Findings: indicate that Behaviorist principles remain sustainable and strongly internalized in learning practices, functioning as a "hidden motor" in holistic competency-based curricula. Positive reinforcement, habituation, and repetitive practice have proven to be the main effective mechanisms in shaping discipline, responsibility, and positive behavior in students, which are important components in the development of holistic competencies in early childhood and elementary school education.

Originality/Value: This study contributes to the understanding of how classical learning theory remains pedagogically relevant in the context of modern education. By mapping the continuing role of Behaviorism in holistic character formation.

Keywords: Behaviorism; Holistic Competence; *Reinforcement*; Early Childhood Education; Elementary School.

1. Introduction

Education is the main foundation in shaping future generations, where early childhood education (PAUD) and elementary school (SD) play a crucial role as the initial stage of developing children's potential. At a general level, this education aims to equip students with holistic competencies, which include cognitive, affective, psychomotor, and socio-emotional aspects, in order to prepare them to face the challenges of life (Islamiati, et al., 2024) . One psychological approach that has long been used in education is the behaviorist principle, which emphasizes learning through stimulus-response, positive reinforcement, and conditioning, as developed by figures such as John B. Watson and B.F.

Skinner.   , learning is important as input in the form of stimuli and output in the form of responses. A person is considered to have learned something if they can demonstrate a change in their behavior (Asfar, et al., 2019) . This principle has proven effective in shaping students' basic behaviors and skills, but in the modern context, questions arise about its sustainability amid the development of more holistic and technology-based pedagogical approaches (Tafonao, et al., 2024) .

This study focuses on the sustainability of behavioristic principles in developing holistic competencies in early childhood education and elementary school students. Children involved in holistic-based learning showed significant improvement in classification, understanding cause-and-effect relationships, and the ability to develop strategies for completing tasks (Permatasari, et al., 2025) . This involves exploring how behavioristic elements, such as reward systems and modeling, can be integrated with contemporary approaches such as project-based learning or digital learning, without neglecting holistic aspects that include creativity, empathy, and independence. This theme is important because early childhood and primary education often lay the foundation for further development, where behavioristic principles can support the formation of positive habits but need to be adapted to the demands of the 21st century, which emphasizes active learning. Although behavioristic principles have long been applied in education, there is a significant research gap regarding their sustainability in the context of holistic competency development in early childhood education and primary schools.

Research gaps can be addressed through the SLR (*Systematic Literature Review)* approach, which is a systematic and transparent method of synthesizing literature to collect, evaluate, and synthesize evidence from empirical studies. SLR begins with a clear introduction to its definition and benefits, whereby SLR helps identify patterns, trends, and gaps in the literature by reducing subjective bias through strict protocols. In this context, SLR enables the collection of data from various sources (e.g., databases such as Scopus, Web of Science, and ERIC, Google Scholar) to analyze the sustainability of behaviorism in holistic competency development, including its integration with modern approaches.   The urgency of using SLR in this study lies in its ability to provide an objective and comprehensive synthesis of the existing literature, thereby effectively addressing *the research gap*. The objectives of this SLR are (1) to identify specific forms of behaviorist principles that are still used in early childhood education and elementary schools; (2) to analyze their effectiveness in relation to the development of students' holistic competencies.

2. Methods

This study uses a qualitative approach with a *Systematic Literature Review (*SLR*)* and the PRISMA *(Preferred Reporting Items for Systematic Reviews and Meta-Analyses)* method, a guideline developed to facilitate the systematic and transparent preparation of SLR reports. The SLR (*Systematic Literature Review)* research method is a systematic approach to

identifying, evaluating, and synthesizing evidence from various sources of scientific literature relevant to a specific research topic . SLR allows researchers to develop a more complete and detailed understanding of the research topic. By following the PRISMA guidelines, researchers can ensure that their SLR reports include all the necessary information, making it easier for readers to evaluate the reliability and validity of the research findings. The data analysis was conducted qualitatively by analyzing journals from Google Scholar and Mendeley Reference, identifying predetermined topics, and analyzing the reduced data to understand the meaning behind it. The researchers attempted to interpret the results, find relationships between concepts, and identify key findings.

Inclusion criteria focus on early childhood education (kindergarten/early childhood education) and/or elementary school (SD). Articles that explicitly or implicitly discuss behavioristic principles (e.g., *reinforcement*, *shaping*, *token economy*, *positive discipline* based on rewards/punishments). Articles that measure or describe the development of students' holistic competencies (including non-cognitive aspects such as character, discipline, positive habits, social-emotional, moral, or life skills), Scientific Journal articles (national/international) that are published and fully accessible (*full-text)* with a publication year limit of 10 years (2015-2025). Exclusion criteria include irrelevant articles that exclusively discuss other learning theories (e.g., cognitivism, constructivism, humanism) without mentioning behaviorism; literature in the form of theses, dissertations, books, or *conference abstracts* that have not been published as full journal articles; articles that are not accessible *in full-text.*

A search on Google Scholar yielded 69 articles, while *Science Direct* yielded 281 articles, for a total of 350 articles with existing titles, all of which have been published. There are 197 journals that do not have open access and 153 others that can be accessed. After crystallization, there were 125 articles that did not mention behaviorist principles and discussed psychology in general. These articles were part of theses, dissertations, and books, and the population was not suitable. Meanwhile, there were 28 articles relevant to the initial title.

3. Results

This section presents the main findings obtained through *a Systematic Literature Review* (SLR) using the Google Scholar and *Science Direct* databases. The keywords used include: *Behavioristic Theory*, *Reinforcement*, *Behavior Reinforcement*, *Positive Discipline*, *Holistic Competence*, *Character Building*, *Habits*, and *Social-Emotional*. The article selection process followed the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses)* Flow Diagram, which includes four main stages, namely:

1. Identification: An initial search was conducted using keyword strings across all databases;
2. Screening: Removal of duplicate articles and irrelevant studies based on titles and abstracts;
3. *Eligibility*: *Full-text* reading of the remaining articles and assessment of eligibility based on predetermined inclusion and exclusion criteria;
4. Inclusion: Articles that met all criteria were included in the SLR analysis.
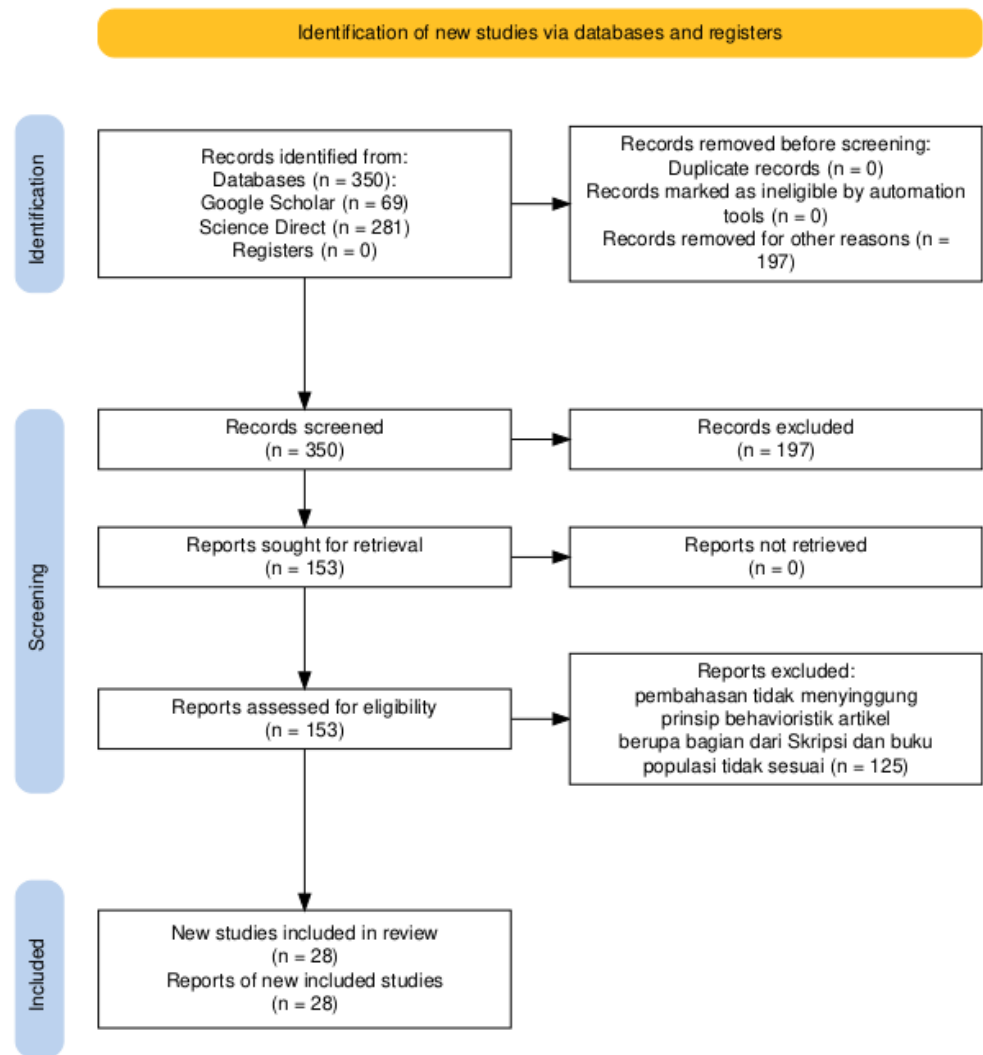
This can be seen in Figure 3.1.

Figure 3.1 PRISMA Flow Diagram

(Source: Haddaway et al., 2022 https://estech.shinyapps.io/prisma_flowdiagram/)

3.1 Summary of Findings

Based on the results of the *Systematic Literature Review (SLR)* process conducted through several stages in accordance with the PRISMA flow, the researchers carried out a series of crystallization processes to obtain relevant articles that met the research criteria. The results of the article crystallization process carried out by the researchers can be seen in Table 3.1 below:

Table 3. Articles Resulting from the Crystallization Process

No	Researcher and Year	Journal	Research Results & Discussion
1	(Abdan et al., 2024)	*Journal of Educational Research and Development*	Holistic education plays an important role in improving student discipline by paying attention to physical, emotional, social, and cognitive aspects physical, emotional, social, and cognitive aspects comprehensively. The cognitive behavior therapy (CBT) approach can improve students' learning discipline by creating changes in students' thinking patterns and behavior towards a more positive direction. Teachers act as role models who have a significant impact through an emotional approach to build closeness and a cognitive approach to

No	Researcher and Year	Journal	Research Results & Discussion
			instill an understanding of the importance of discipline, creating holistic learning. Although
2	(Maulandani & Firmana, 2025)	INNOVATIVE: *Journal of Social Science Research*	A holistic approach significantly improves elementary school students' motor and social skills, surpassing the effectiveness of conventional approaches. These results advance the understanding of the importance of integrating physical, emotional, and social aspects in physical education learning. This approach can be applied to shape students' character and cooperation as a whole.
3	(Sinurat, 2024)	Journal of Education Quality	A holistic approach to character education that combines academic learning with student character development is a very effective method for creating a young generation that not only excels academically, but also has positive attitudes, behaviors, and ethical values. Through this integration, students can develop the cognitive and emotional skills necessary to face life's challenges. Therefore, schools need to adopt this holistic approach more widely to create a comprehensive and supportive educational environment.
4	(Apriyanto et al., 2025)	JIIC: Journal of Intellectual Intellectuals	PKN teachers in elementary schools generally recognize the basic concepts of behavior management through rewards, mild punishments, repeated practice, and gradual reinforcement, but their understanding is still at a moderate level. Practices in the field tend to involve these techniques routinely, especially positive reinforcement and immediate feedback, but the application of negative reinforcement is more moderate. To improve the effectiveness of character learning, there needs to be intervention in the form of targeted training (to deepen understanding and contextual application of techniques), the provision of lesson plan templates or guidelines that minimize administrative burdens, and a differentiated reinforcement approach that takes into account variations in student motivation.
5	(Armini, 2024)	Metta: Journal of Multidisciplinary Sciences	Student development assessment in learning focuses on prioritizing the progress and potential of each individual. This assessment approach also integrates character education as an important part of the learning and evaluation process. In the Merdeka Curriculum in elementary schools, character education is implemented through a holistic assessment system that encourages positive personal development in students. Character values are not only taught through specific subjects, but also through daily activities and interactions in the school environment.
6	(Warini et al., 2023)	ANTHOR: *Education and Learning Journal*	The social learning process includes focusing on models, storing observed information, reproducing learned behaviors or abilities, and encouraging continued learning. Social learning theory offers deep insights into how individuals learn through observation and social interaction. By adopting the principles of this theory, educators

No	Researcher and Year	Journal	Research Results & Discussion
			can create a learning environment that supports students' overall growth, including social, cognitive, and emotional dimensions.
7	(Carpendale et al., 2025)	*Learning and Individual Differences*	Strengthening social-emotional aspects in early childhood education institutions contributes directly to the development of children's character, morals, and readiness to learn at the next level. The integration of social-emotional learning needs to be continuously optimized by teachers and educational institutions to support the creation of holistic education that is oriented towards the cognitive, affective, and social balance of early childhood.
8	(Dani & Ningsih, 2025)	DIAJAR: Journal of Education and Learning	The combination of rewards and punishments creates a more orderly and conducive learning environment, while fostering awareness of personal and social responsibility. This approach also supports the objectives of Madrasah Ibtidaiyah in shaping students' characters to be disciplined, resilient, and caring towards the learning process. Thus, the strategy of giving rewards and punishments is an integral part of the teachers' efforts to enforce student discipline at Madrasah Ibtidaiyah Negeri 2 Sarolangun, which not only affects academic aspects but also contributes to character development.
9	(Tafonao et al., 2024)	Educatum: Journal of the World of Education	The application of behaviorist learning theory in analyzing and intervening in student behavior can have a significant positive impact on behavioral change. Intervention techniques such as positive and negative reinforcement have been proven effective in changing problematic student behavior. A particular contribution of this study lies in its emphasis on the use of behaviorist theory, which has been proven effective in educational settings, especially in dealing with student behavior problems.
10	(Tabitha et al., 2024)	Journal of Educational Evaluation	The use of positive reinforcement and clear instructions plays an important role in creating a conducive learning environment. Teachers and educators should reduce the use of punishment and place more emphasis on supportive strategies that can build students' self-confidence. Through a positive learning atmosphere and appreciation for students' efforts, teachers can help them achieve maximum learning outcomes and contribute to improving the overall quality of education.
11	(Ginting, 2025)	*Literacy Notes*	Behaviorist theory asserts that human behavior is shaped by the relationship between stimuli and responses that can be observed directly. Learning occurs due to reinforcement and punishment, which shape certain habits and behavior patterns.
12	(Arzy, et al., 2025)	Curriculum Innovation	The application of a reward and punishment model integrated with digital technology is more effective in shaping students' character than conventional models because it allows for more transparent, personalized, and adaptive recognition and consequences to students' needs in the digital age.

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13	(Hernawati & Handayani, 2025)	Journal of Early Childhood Education	The AMURT mini-series books are specially designed using short, repetitive sentences and attractive pictures that are suitable for early childhood development. The content of this book not only emphasizes reading and writing literacy, but also combines numerical literacy and character development through the introduction of social and local cultural values, as well as encouraging children's creativity and critical thinking. The application of the mini-series book in Home Reading activities and guidance in early childhood education institutions has proven successful in stimulating children's interest in reading and overall literacy skills.
14	(Judijanto, 202)	PESHUM: Journal of Education, Social Sciences, and Humanities	Educational psychology plays an important role in developing educational theories and practices that are relevant to the needs of modern society. This discipline provides deep insights into how individuals learn, develop, and interact with their educational environment. Through the integration of psychological theories such as cognitive development, social learning, behaviorism, constructivism, and motivation, educators can create effective and inclusive learning strategies. This article highlights the importance of an educational psychology-based approach to improving student learning outcomes while promoting the development of their skills.
15	(Permatasari et al., 2025)	Journal of Humanities, Social Sciences, and Education (JHUSE)	The application of holistic learning models has been proven to have a significant effect on optimizing the cognitive development of early childhood. This approach not only offers real and meaningful learning experiences, but also fosters children's ability to become active, reflective, and creative learners from an early age.
16	(Sumiyati et al., 2025)	Journal of Islamic Religious Education	Holistic and comprehensive education can be viewed as an approach strategic in facing the challenges of today's education, which demands not only intellectual intelligence, but also the moral development and social skills of students. This approach prioritizes the holistic development of students by combining cognitive, emotional, spiritual, physical, and social elements into the learning process. By understanding individual differences in potential and needs, holistic education encourages the creation of a learning environment that is contextual, responsive, and in tune with the realities of life.
17	(Rohmah et al., 2024)	JIMAD: Scientific Journal of Educational Pearls	Consistency in learning and teaching theory in education is crucial because it builds a stable foundation for teaching and learning practices. When educators consistently implement learning theory principles such as behaviorism, cognitivism, constructivism, and humanism, this creates a strong framework for teaching and learning practices. Therefore, consistency in learning and teaching theory in

No	Researcher and Year	Journal	Research Results & Discussion
			education builds a solid foundation for efficient and continuous learning experiences for students.
18	(Fadhilah, 2025)	Krepa: Creativity in Community Service	The success of the play reward system at RA Puspa Hati creates a balance that
			The ideal balance between academic learning requirements and the need for play in early childhood. Schools should not fall into the extremes of rigid academic learning or permissive play without direction, but rather find the right balance where both aspects support and reinforce each other.
19	(Jaya, 2024)	Researchgate.Net	Several learning theories, such as B.F. Skinner's Behaviorism, highlight the importance of reinforcement in the learning process. This approach has been effectively applied in the context of early childhood education, emphasizing the creation of a learning environment that fosters curiosity and motivation in young children.
20	(Islamiati et al., 2024)	Attadib: *Journal of Elementary Education Web*	Understanding behaviorism theory and its effective application plays an important role in improving the learning process in elementary schools. Through the use of appropriate stimuli and responses, teachers can help students achieve optimal learning outcomes while developing their skills and understanding.
21	(Nahar, 2016)	Nusantara (Journal of Social Sciences)	Learning based on behaviorist learning theory considers knowledge to be objective, so that the learning process is the acquisition of knowledge, while teaching is the transfer of knowledge to students. The most important elements in behaviorist learning theory are input and output in the form of responses. According to this theory, what happens between the stimulus and the response is considered irrelevant because it cannot be observed or measured. In other words, only the stimulus and response can be observed. Therefore, everything conveyed by the teacher and everything produced by the student must be observable and measurable, with the aim of monitoring behavioral changes.
22	(Syawaludin & Marmoah, 2018)	*Social, Humanities, and Educational Studies* (SHEs)*: Conference Series*	From a behaviorist learning theory perspective, rewards and punishments are considered forms of reinforcement that influence the strength of the relationship between stimulus and response. The application of rewards and punishments in elementary schools has been proven to have a positive impact on students, as it can increase their motivation to learn and behave better. In addition, the application of rewards and punishments as a form of reinforcement in learning can also create a competitive and productive classroom atmosphere.
23	(Sudarti, 2019)	Tarbawi Journal	E-learning-based stimulus-response can increase student motivation to learn, based on the results of reviews from several previous journal studies. Stimulus and response are crucial and necessary to change the desired student behavior. Behavioral change cannot happen

No	Researcher and Year	Journal	Research Results & Discussion
			instantly, so it is necessary for teachers to provide stimulus and response in each learning session so that the stimulus provided and practiced by teachers to students can be implemented.
24	(Arisanti et al., 2024)	*Journal of Early Childhood Education Studies*	The application of a holistic approach in early childhood education has been proven to have a significant positive impact on children's cognitive, emotional, and social development. This approach not only improves academic achievement, but also helps develop emotional and social skills that are important for children's future success.
25	(Rohmah et al., 2023)	JDPP: Journal of Education and Learning Dimensions	In building the character of early childhood, holistic education is considered effective in guiding and shaping children's characters towards a better future. Holistic education is effective because through this approach, early childhood learners are guided comprehensively and integrally in both academic and skill aspects. All aspects of early childhood development will be considered in early childhood education.
26	(Huda et al., 2023)	PENDEKAR: Journal of Character Education	In the process of learning behavior, there is a close relationship between behavioral responses and the stimuli provided. The main feature of behavioral learning theory is its emphasis on observing human actions and behavior, rather than consciousness. Internal experiences are considered less relevant, as attention is focused more on observable changes and body movements. Therefore, behaviorism is often referred to as psychology without soul, because its emphasis lies on external aspects and visible behavior.
27	(Abidin, 2022)	An Nisa' Journal	The application of behaviorist learning theory in teaching children requires teachers to analyze the initial abilities and characteristics of students before designing the material to be taught. This theory can be implemented through several steps, including identifying learning objectives, analyzing the learning process, recognizing the characteristics and initial abilities of children, setting indicators of learning success, and developing appropriate teaching materials and learning strategies. In addition, teachers also need to pay attention to the stimuli that can be given to children, such as exercises or assignments, observing and analyzing the responses that arise, providing both positive and negative reinforcement, and ultimately revising the learning activities to improve their effectiveness.
28	(Nuryadi et al., 2024)	Journal of Education	Involved in the learning process, including understanding, prediction, control, and recommendation functions. Through its recommendation function, behaviorist theory can offer teachers instructional guidelines in the form of appropriate stimuli during the learning process.

After going through the selection process, 28 articles relevant to the research focus were obtained. It was found that the sustainability of Behaviorist principles is strong and

internalized in early childhood and elementary school education practices, especially as the main mechanism in holistic competency development (character, discipline, and social-emotional). This SLR confirms that Behavioristic principles are not an outdated theory, but have been integrated and become an indispensable practical tool in achieving holistic outcomes in early childhood and elementary education. Educators need to improve their understanding (*through targeted training interventions)* so that their routine practices can be carried out in a more conscious, effective, and contextual manner, thereby maximizing the positive impact on student character development. The main findings from the analysis can be summarized as follows:

1. Behaviorist principles remain sustainable and strongly internalized in early childhood and elementary school education, and serve as the main mechanism in the development of holistic competencies (character, discipline, and social-emotional);

2. Positive reinforcement and a combination of *rewards* and *punishments* are still the main strategies used by educators in shaping positive behavior in students (Fadhilah, 2025 ; Tabitha, et al., 2024 ; Dani & Ningsih, 2025;   ;

3. The concept of the "Hidden Motor" emerged, describing an unseen mechanism that plays a role in the formation of discipline and habits in the classroom (Islamiati et al., 2024) ;

4. Short-term outcomes (*Intermediary Outcomes*) are manifested in the form of increased discipline, habit formation, and responsibility among students (Abdan, et al., 2024) ;

5. Long-term outcomes (*Final Goal*) contribute significantly to the development of holistic competencies, including character building, morals, and learning readiness (Carpendale, et al., 2025 ; Sumiyati, et al., 2025) .

Based on the summary of findings from *the Systematic Literature Review* (SLR) analysis, a conceptual model was developed that illustrates the relationship between Behaviorist principles, behavior reinforcement, and holistic competency development in early childhood education and elementary school. The findings model can be seen in Figure 3.1 below:
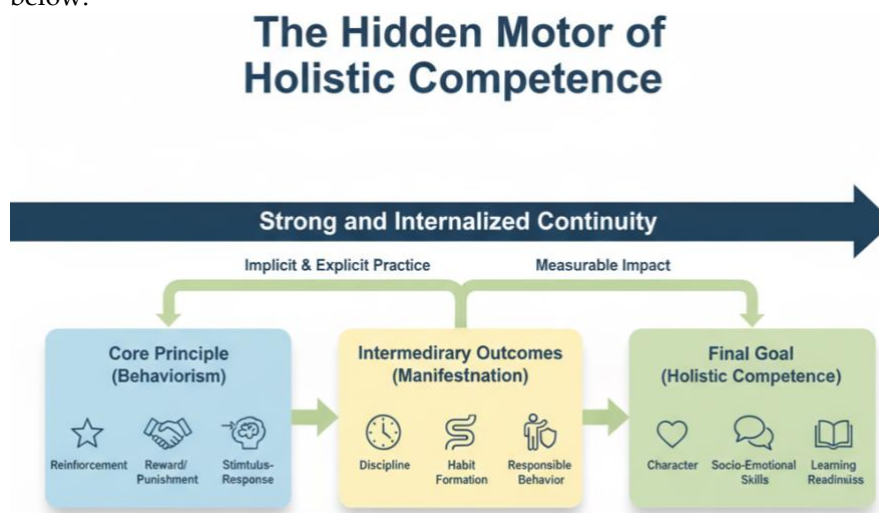

Figure 3.2 Findings Model

3.2 Conclusions of the Analysis

Based on the synthesis of the 28 research results analyzed, it can be concluded that:

1. Behaviorist principles are not outdated, but have adapted to the context of modern education;

2. Behaviorism functions as a practical and latent framework in supporting holistic competency-based learning;

3. There is a need to increase educators' understanding and awareness through targeted training interventions so that behavior reinforcement practices can be applied more effectively and contextually.

4. Discussion

The discussion of the results of *the Systematic Literature Review* (SLR) on the sustainability of Behaviorist principles in the development of holistic competencies in early childhood and elementary education shows that Behaviorist theory has not only survived historically, but has evolved into a latent mechanism that plays an important role in modern learning practices. The findings of the analyzed research show that the principles *of reinforcement, reward,* and *punishment* are still the basis consistently used by educators in shaping positive behavior, discipline, and student responsibility, which are key components of holistic competence. Thus, Behaviorism is no longer seen merely as a rigid classical theory, but as a practical system that is internalized in the current educational process. The synthesis results show strong alignment with B.F. Skinner's *operant conditioning* theory, which emphasizes the *stimulus-response* relationship as a behavior shaper. Various studies (Dani & Ningsih, 2025; Syawaludin & Marmoah, 2018; Tafonao, et al., 2024) show that the use of *rewards* and *punishments* is still effective in fostering a disciplined character and consistent learning habits. In the context of modern education, the orientation of Behaviorist practices has shifted toward broader goals, namely the formation of character and moral values that are integral to the goals of holistic education.

Positive reinforcement is now widely applied through play-based approaches, digital technology, and interactive learning models such as the Arzy, et al., 2025) , which shows that Behaviorism has not been abandoned, but rather adapted to meet the needs of the times. This SLR reveals that Behaviorist principles synergistically integrate with cognitive and social approaches, such as *Cognitive Behavior Therapy* (CBT) and Bandura's social learning theory. This integration bridges the gap between theories that focus on external behavior and those that pay attention to internal processes. Behaviorism provides concrete tools for shaping behavior (through reinforcement and feedback), while cognitive-emotional approaches provide a reflective foundation that fosters students' self-awareness. Behaviorism in contemporary practice no longer stands alone but is part of a more comprehensive and humanistic learning ecosystem. This also demonstrates that criticism of Behaviorism as being too mechanistic can now be addressed through a balanced integration of behavioral disciplines and self-awareness development.

There is a minor discrepancy at the conceptual level. Several studies (Abdan, et al., 2024; Apriyanto, et al., 2025) show that teachers often combine external reinforcement with reflective approaches, such as providing an understanding of the values behind the rules. This somewhat contradicts the principles of pure Behaviorism, which rejects the role of internal factors. This difference actually enriches the findings because it shows the conceptual evolution of Behaviorism into a more flexible and contextual theory. The discovery of the concept *of "The Hidden Motor of Holistic Competence"* is the view that Behavioristic practices have become a hidden motor in the development of character and holistic competence in schools. Teachers often apply reinforcement, feedback, or reward systems without theoretical awareness that these are rooted in Behaviorist principles.

This SLR brings together various research findings on behavior reinforcement, character building, and discipline into a single, comprehensive conceptual narrative. Behaviorism has proven to function as a bridge connecting teacher actions (*input*) with student character building (*output),* creating an operational cause-and-effect relationship between classical theory and educational practice in the era of the Merdeka Curriculum. This synthesis provides a new theoretical foundation for the development of learning models that place Behaviorism as the technical basis within a broader holistic educational framework.

The limitations of this study lie in its theoretical nature and reliance on secondary data. SLR cannot directly measure the intensity of the application of Behaviorist principles in the field, nor can it empirically test teachers' awareness of their practices. Interpretations regarding latent use are based only on qualitative descriptions from previous studies, not on direct observation.   Thus, this SLR provides a new understanding that Behavioristic principles are not an outdated theory, but rather a latent foundation that continues to work behind the success of character education and holistic competency development in elementary schools. Behavioristic principles persist not because of dogma, but because of their enduring relevance as an effective behavioral mechanism in the context of 21st-century learning.

5. Conclusions

Behaviorist principles have strong and enduring contemporary relevance, but their role has transformed. Rather than being used as a rigid, comprehensive learning theory, Behaviorist principles now operate as essential operational mechanisms within a holistic educational framework. The most common and effective form of Behaviorist principles is *positive reinforcement* through *rewards* (praise, stickers, point systems) and the use of mild consequences (*punishment)* for behavior management. This conclusion also highlights that the use of these techniques tends to be internalized (latent) in teachers' daily routines, proving that Behaviorist practices persist not because of deep theoretical awareness, but because of their functional effectiveness. In general, these findings confirm that efforts to develop Holistic Competence at the primary and early childhood education levels are still highly dependent on the continuation of behavioristic practices, while also indicating the need to increase teachers' theoretical awareness so that routine practices can be consciously and contextually optimized. The direct use of Behaviorist principles correlates with the formation *of intermediary outcomes* that are crucial for holism, namely discipline, habit formation, and a sense of responsibility in students. The *stimulus-response* principle functions as a quick catalyst to change problematic behavior into adaptive behavior, thereby indirectly and fundamentally supporting the character, moral, and socio-emotional development of early childhood and elementary school students. In general, these findings confirm that efforts to develop Holistic Competence at the primary and early childhood education levels still heavily depend on the continuity of behavioristic practices, while also indicating the need to increase teachers' theoretical awareness so that routine practices can be consciously and contextually optimized.

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