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**BEHAVIOR CHANGE WITH OPERANT CONDITIONING  
AND CLASSICAL CONDITIONING IN EDUCATION  
AND TRAINING TOEFL ONLINE STUDENTS  
UPN "VETERAN" JAWA TIMUR**

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**Article Info**

**Article History:**

Received Nov 23, 2021  
Accepted Juni 1, 2022

**Keywords:**

Online learning  
Education & training  
Operant conditioning  
Classical conditioning

**ABSTRACT**

Online learning is an effective strategy in influencing learning outcomes. The implementation of online training can accommodate many participants, so it is more efficient but less effective in controlling activeness and seriousness in learning. This study aims to find out changes in the behavior of online TOEFL training participants after being given action in the learning process and provide input from the UPT Language Center UPN "Veteran" Jawa Timur about effective strategies for TOEFL learning which is carried out online. This study uses action research by piloting the behavioral theory of classical conditioning pavlov and reinforcement skinner in online training. The results showed that the provision of behavioral examples and warnings carried out repeatedly by resource persons and researchers, brought the desired behavior changes to the trainees. Habituation and strengthening of desired behaviors, varied methods and media, as well as interactive games can be applied up Language Center UPN "Veteran" Jawa Timur as an effective and efficient online TOEFL learning strategy.

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**INTRODUCTION**

UPN "Veteran" Jawa Timur undergraduate students must have good English skills according to minimum institutional standards, which are equivalent to ITP-TOEFL 450. Based on rector's regulation Number 9 of 2020 concerning Academic Regulations for Undergraduate Program Education (S-1), the minimum score is a requirement for the final project (thesis). Data obtained from one of the information officers of the UPT Language Center UPN "Veteran" Jawa Timur explained that the English Proficiency Test (EPT) training program is implemented to meet these needs. The free training

program given to UPN "Veteran" Jawa Timur students is planned once a semester and the quota given is only around for 200 college students. The free training quota only meets 1.11% of all students. In addition, paid training programs are provided that can be followed both from inside and outside the campus. The implementation of online training can accommodate many students, so it is more efficient but less effective in controlling the activeness and seriousness of students in learning.

Improving the quality of UPN "Veteran" Jawa Timur students must be directed to support the regulations made by the campus so that later students can realize their dreams of vision and mission to become a campus with superior character, prepare students who are intellectually competent, competent and globally competitive. Based on competencies that are in accordance with the needs planned by the campus, it is hoped that later it will create students who can compete with students outside the UPN "Veteran" Jawa Timur.

Swasti & Sawitri (2013) explained that absorption will be more effective if learning planning can choose the right learning method, among others that can be used is inquiry, investigation group. Learning media in the form of audio-visual or print media need to be studied and understood by educators as a means or tool to support the achievement of their learning objectives. Swasti (2020) explained that the planning of learning strategies (methods, media) affects learning outcomes. The selection of effective learning media in its planning considers the factors of student character, material and learning environment. TOEFL training with online learning strategies is one of the alternatives that can be researched more deeply for effectiveness and efficiency in learning achievement.

According to Nuriansyah (2020) online learning media is a type of learning that conveys material to students with internet media. This online media as an electronic-based alternative that provides benefits to the distance education process.

In carrying out this learning, you must consider expectations and goals to match the targets you want to achieve and pay attention to the speed of internet access in readiness to follow the learning.

It is hoped that online learning media can be the right tool to help learning become more efficient and effective. This medium is used to meet goals, maximize limited space, speed up the teaching and learning process, foster the spirit of teaching and learning, and allow participants the opportunity to communicate in a immediately.

This study wants to: (1) find out changes in behavior in online TOEFL trainees after being given actions in the form of conditioning in the learning process; and (2) provide input for the UPT Language Center UPN "Veteran" Jawa Timur about effective strategies for TOEFL learning which is carried out online to achieve the desired learning outcomes from the implementation of this training. So this research is considered essential because the results of the research are expected to be a contribution to UPN "Veteran" Jawa Timur in developing human resources through training. So the focus of research is on behavior change after being given certain actions.

## **LITERATURE REVIEW**

### **Behavior Change**

Haslinda (2019) explained that learning according to behavioristic theory is the occurrence of behavioral changes that are observed, measured and assessed concretely

after receiving stimuli that cause a response from the results of their interactions. The theory of classical conditioning-Ivan Pavlov explains that cultivating learning motivation, can be done by providing a known stimulus continuously so that it can bring in new reflexes or desired responses. Habituation in the learning process becomes the driver of the emergence of the desired learning behavior. Meanwhile, BF Skinner with operant conditioning theory explained that motivating learning is done by conditioning called reinforcement. Reinforcement can be either positive reinforcement (reward) or negative (punishment/ unpleasant things). In addition, strengthening can be done by fulfilling needs physiological in nature, for example eating, drinking, toys or the needs of the values obtained because of the learning results. The attention and assistance of teachers (facilitators) to students (trainees) in the learning process can also be a reinforcement for the achievement of training.

### **Online Learning**

According to Belawati (2020) Learning that takes place entirely in and with the help of computer networks such as the internet is referred to as online learning. Therefore, online learning is a distance learning. Learning that takes place online through the help of the internet is not only limited to the dissemination of learning materials, but also the implementation of various online teaching and learning practices. With teaching and learning activities, there will be interaction during learning between teachers and other learners. This online learning is often called open learning. The characteristics of open learning are:

1. Flexibility is required, for example in matters of age (no age limit)
2. Its location is possible to be determined from anywhere
3. Duration of study (no study time limit)
4. Requirements (not required to have a previous diploma)
5. Multi-entry/ multi-exit (the ability to enter and stop at different times/ any time)

Swasti (2020) and Firman & Rahman (2020) stated that online learning is an option during a pandemic situation that can be utilized by everyone. The internet is a medium to provide knowledge. This type of learning can be carried out at any time and location, because it is not dependent and limited by time or place. The advantages of online learning must be designed by teachers to prepare materials using applications and features that facilitate the process of supporting learning through internet media.

### **Effectiveness of Education and Training**

Education and training is defined as a teaching and learning process that uses a strategy or technique to develop the ability of an individual or group to manage tasks and its functioning in a systematic and planned manner that takes place in a short time (Nurzaman et al., 2020). According to Fatimah et al. (2017) the implementation of training activities can run effectively if the objectives of the training can be achieved. The concept of effectiveness is not only about the achievement of goals, but more importantly, the type of result achieved has a positive influence after an event or activity.

### **Human Resource Development**

Human Resource Development (Human Resources) is an activity that needs to be carried out by an organization to ensuring that the knowledge, abilities, and skills of its employees are in line with the needs of their work (Syaifuddin, 2018). In addition,

human resource development is also defined as increasing human knowledge, expertise, skills, and abilities in society. (Maghfiroh, 2021). From the two second definitions, it can be concluded that the development of human resources is a process of activity that increases knowledge, abilities, skills to achieve organizational goals.

Based on the consideration of the timing of implementation, training is one part of the development task. According to Kadarisman (2012) the scope of human resource development is:

1. Pre service training is training aimed at new workers or prospective employees before they start working with the aim of ensuring that they are ready and able to carry out their responsibilities which will be given to him.
2. In service training (training in tasks), task-specific training is given to employees who have worked in a company to strengthen their capacity to do a job.
3. Post service training (after/post-duty training) is the training provided by the company to employees in supporting and preparing them for retirement, one form of training is entrepreneurship training.

## **RESEARCH METHODS**

This study uses action research focusing on action activities by testing concepts in actual scenarios (Ulfatin, 2015). Kind This research is oriented towards practical benefits in the form of online training strategies by piloting the behavioral theory of "Classical Conditioning Pavlov" in cycle 2 and Reinforcement (Skinner) in cycle 3, while in cycle 1 learning as it is without any action (stimuli). Still, the researcher begins an observational activity on the behavior of participants and resource persons in the training process. Action research begins with a cycle of planning, action, observation and reflection. The research sub-focus is on determining needs, determining goals, determining program content, learning principles, program implementation, identifying benefits and assessing program implementation.

Research data were collected through data triangulation using questionnaires, documentation, and observations. The questionnaire contains material, attitudes, disciplines, methods and evaluations. In each observation activity, all information obtained in the field transcript is carried out. The observation process begins with everything of a generic nature and proceeds to a more focused orientation on the purpose of the chosen problem.

Documentation studies are carried out to dig up and obtain existing data in written, illustrated, recorded, and printed sources. Document analysis in the form of training results, pre-test and post-test as well as attendance lists. Data analysis is carried out from the beginning of data collection, data reduction, coding, and themes. Miles et al. (2014) suggests that data analysis is the process of systematically tracing and organizing the transcripts/field records obtained carefully to better understand the material so that it can be studied to someone else. Coding an activity codeifies the source of the data so that the data source can be traced. Furthermore, categorize so that the data has meaning. Stages next make the research findings. In this data analysis technique using the help of the ATLAS. ATLAS is one of the CAQDAS (Computer Aided Qualitative Data Analysis Software) which is a computer-based quality data analysis tool that makes it easier for researchers to manage large amounts of qualitative data that can be used from starting the initial research process to the end, to record and document ideas and ideas from the beginning of the research (proposal stage), during the research collection and processing process, to the research reporting stage (Purwandari & Rusman, 2021).

## RESULTS AND DISCUSSION

### Determination of Needs

The determination of needs is essential to improve human resources because it is the foundation in determining whether the training is practical or not. Various types to analyze the determination of training needs, one of which is the suitability of training in its use. If later there are individuals in the training not in accordance with the needs, human resource development cannot be carried out. Therefore, we determine needs through surveys shared on social media, especially Facebook and Instagram using mentimeters. The results of the needs survey can be seen in the following figure:

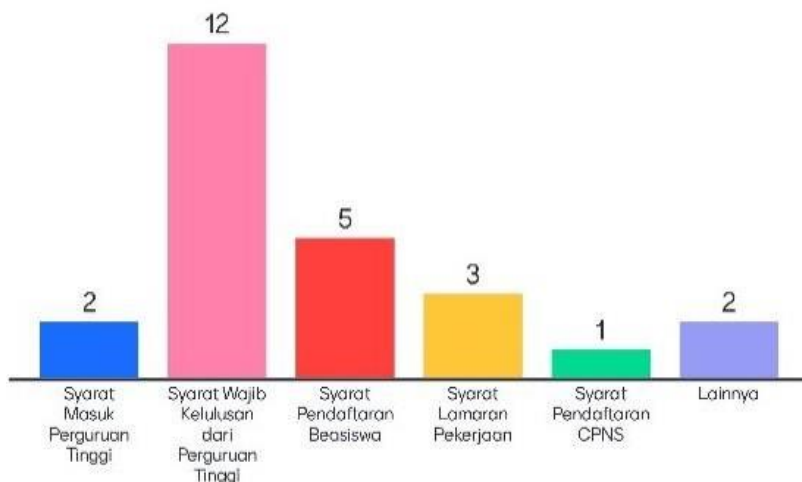


Figure 1. TOEFL Certificate Needs

Source: Survey Results (2022)

Based on the survey results obtained, it shows that there are 25 people who answer questions about the need to use the TOEFL certificate. Of the overall response results, the need for a TOEFL certificate is intended for the purposes of the mandatory graduation requirements from universities that are most needed at 48%. Furthermore, the need for a TOEFL certificate for job application requirements is 12% while for CPNS registration requirements it is 4%. As for registering for lectures (entering college) and other needs, both are equally 8%. The latter is for scholarship purposes of 20%. Seeing the highest percentage of TOEFL certificate requirements as a mandatory requirement for graduation from higher education, just like UPN "Veteran" Jawa Timur implemented this policy. Based on these needs, action research was carried out with free online TOEFL training on final year students of UPN "Veteran" Jawa Timur. This research also provides education and training to participants on the test of English language ability or proficiency in understanding and mastering four language skills that represent listening, writing, speaking, and reading activities.

### Goal Setting

Based on a survey conducted by researchers to find out the need for training, data obtained that requires more TOEFL training on the need to meet the graduation requirements. So the target of this study is all students completing their final project or thesis. The next target target is set which is the subject of the study as well as the participants training is UPN "Veteran" Jawa Timur students because it is to help the needs of S1 students for graduation requirements so that they get an increase in knowledge, tricks, strategies and skills in taking the TOEFL test.

### **Determination of Training Program Content**

One of the stages for the development of human resources to improve is to establish the content of the training program must be clear that adapts to the objectives of this training given and the abilities of the participants who Follow. Determining the content/material given from the presenter of the material cannot be separated from what the purpose of this training is given. The material or content of this training program is tailored to the abilities of each trainee so that one of the objectives of this training can develop or improve the skills of the participants. Based on the study's results, there are 10 online TOEFL training programs containing 8 meetings providing tips and tricks for working on TOEFL questions and 2 meetings to test TOEFL skills (pre-test and post-test). The material given during the 8 meetings was carried out online, including listening, structure skills, and reading.

### **Principles of Learning**

The principle of learning in this training is to direct the participation of participants, and guide to achieve learning objectives. As stated by Purwanto (2004) learning is a continuous, comprehensive process, the material must be structured, and the presentation is straightforward so that students can easily understand its meaning quickly. With the hope of inspiring learners to be motivated to achieve instructional goals.

The learning outcomes in the online TOEFL training desired by the researchers, namely the trainees from the final year students of UPN "Veteran" Jawa Timur can meet the TOEFL score standards set by UPN "Veteran" Jawa Timur, namely with a minimum of score 450.

The existence of this online TOEFL training is expected to change the competencies of participants after participating in training activities. Based on the data obtained from the registration form, it can be seen that most of the expectations of upn "Veteran" Jawa Timur final year students as participants take part in this training so that they can learn TOEFL well and know tips or how to do toefl test questions easily so that you can get a high/ maximum TOEFL score according to the expectations of the desired target and of course more than the minimum standard graduation requirements, use of work lists, or scholarships.

Based on the results of observations made in online TOEFL training activities through the zoom platform for 10 meetings, it can be seen that the training participants are very active during the TOEFL learning process. In addition, it was also seen that the speakers were very interactive with the training participants. However, the behavior of the trainees during the activity was seen that most participants did not activate the camera, so it was complicated for researchers to observe the behavior of the each participant. In the implementation of the first meeting training, it was still seen that some participants activated the camera, even though there was a pattern that if there were participants who started activating the camera, then some participants others also followed to activate the camera or after a verbal warning from the source to activated the camera, but after that in the following week there were no more participants who activated the camera. So to change the behavior, the researcher tried to provide 2 stimuli, the first stimuli for habituation carried out at the meeting in the second week and the second stimuli for reinforcement which were carried out at the meeting in the third week. Descriptions include:

1. Habituation Stimuli

a. Examples of behavior

In this habituation stimuli in the form of providing behavioral examples from researchers to the trainees to activate the camera from the beginning to the end of the meeting simultaneously without any written or oral warning from resource persons to activate the camera, with the hope that the trainees will also follow to activate the camera because this pattern can be seen from observations in the implementation of the training at the first meeting. It was not until the end of the meeting that the speakers gave verbal orders delivered via zoom and in writing via whatsapp group to remind the participants for the next meeting to be requested to activate the camera. These stimuli are carried out in the second week of the 4th meeting.

b. Examples of Behaviors and Commands

Habituation stimuli in the form of behavior by providing examples from researchers and verbal commands from speakers to the trainees to activate the camera this took place in the second week of the 5th and 6th meetings. These behavioral stimuli are different from the 4th meeting, if the 4th meeting gives an example of activating the camera from beginning to end at the meeting. The 5th and 6th were carried out alternately by the researchers with a duration of 15 minutes. Meanwhile, the warning command stimulus to activate the camera at the 5th meeting is only delivered at the beginning of the meeting. For the 6th meeting it is delivered every time if it is seen that the participants have disabled the camera.

2. Reinforcement Stimuli

These strengthening stimuli are used to strengthen learning outcomes in training through rewards and punishments. Rewards in the form of TOEFL training certificates and TOEFL prediction certificates are given to participants whose attendance percentage is 50% and above, while for punishments are given to participants who have attendance below 50% they will not get a TOEFL training certificate and a TOEFL prediction certificate only given to participants who take the post-test. These reinforcement stimuli began to be delivered orally and in writing and applied starting at meeting 7 in week 3.

**Implementation of Online TOEFL**

Training in the implementation of this online TOEFL training, there are 3 material topics discussed. Based on the data of criticism and suggestions from the trainees from each meeting, it shows that the topics that want to be discussed are listening, structure, and which last reading. So that based on these results, for 8 meetings for the learning process there are 3 meetings with the topic of listening material, 3 meetings of material topics structure, and 2 meetings of reading material topics. Details of the material at each meeting can be seen in the following table:

Table 1. TOEFL Online Training Materials

Meeting	Material
1	- Introduction - Pre-test
2	Listening - Listening learning tips - Skill 1. Focus on the last line - Skill 2. Choose answers with synonyms - Skill 3. Avoid similar sounds
3	Structure - Skill 1. Be sure the sentence has a subject and a verb - Skill 2. Be careful of objects of prepositions - Skill 3. Be careful of appositives - Skill 4. Be careful of present participles - Skill 5. Be careful of past participles
4	Reading - Skill 1. Answer main idea questions correctly - Skill 2. Recognize the organization of ideas
5	Listening - Skill 4. Draw conclusions about who, what, where - Skill 5. Listen for who and what in passives - Skill 6. Listen for who and what with multiple nouns
6	Structure - Skill 6. Use coordinate connectors correctly - Skill 7. Use adverb time and cause connectors correctly - Skill 8. Use other adverb connectors correctly
7	Reading - Skill 4. Find "unstated" details - Skill 5. Find pronoun referents
8	Listening - Skill 22. Listen for answers in order - Skill 27. Listen for answers in order
9	Structure - Skill 9. Use noun clause connectors correctly - Skill 10. Use noun clause connectors correctly
10	Post-test

Overall, based on the results of criticism and suggestions of the trainees, this online TOEFL training is beneficial for the trainees because of the tips and tricks for learning English and exploring TOEFL questions. In addition, participants also feel happy with the learning model that uses Youtube media in the learning process, especially in the topic of listening material. Meanwhile, the assessment in terms of training speakers according to the participants' resource persons can convey material or tips and tricks clearly so that they can be easily understood and both in guiding and explaining during the learning process. However, there were some participants' responses regarding the content of this program, the duration given was less long so that a detailed discussion was needed and several times so that participants better understood the material better.

The results of the observations from the provision of actions carried out in this study can be described as follows:



1. Habituation Stimuli with Behavioral Examples

Based on the results of observations that have been made, it shows that even though there are behavioral habituation stimuli by giving examples of activating the camera from the beginning to the end of the 4th meeting, it turns out that the participants still do not there is a response to activate the camera. The following is evidence of the results of stimuli given to TOEFL trainees:

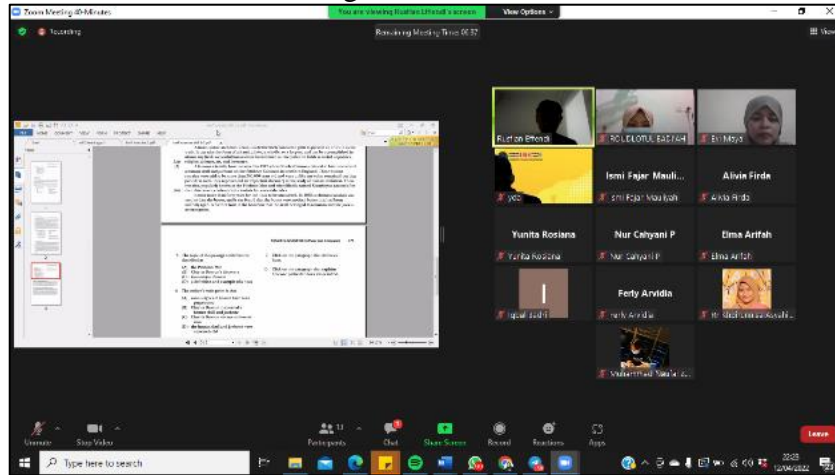


Figure 2. Habituation Stimuli Response with Behavioral Examples  
Source: Observation Results (2022)

Based on the results of observations and images above, it can be concluded that the behavioral habituation stimuli that have been exemplified do not affect the participants in changing their behavior to activate the camera during the process learning takes place.

2. Habituation Stimuli with Examples of Behavior and Commands

The observations showed that habituation with behavioral examples accompanied by a command to activate the camera and the command was only delivered at the beginning of the 5th meeting session, it was seen that the participants also activated the camera only at the beginning, as for the 6th meeting with commands that can continuously make the trainees continue to activate the camera throughout the learning process. Proof of results these stimuli can be seen in the following figure.

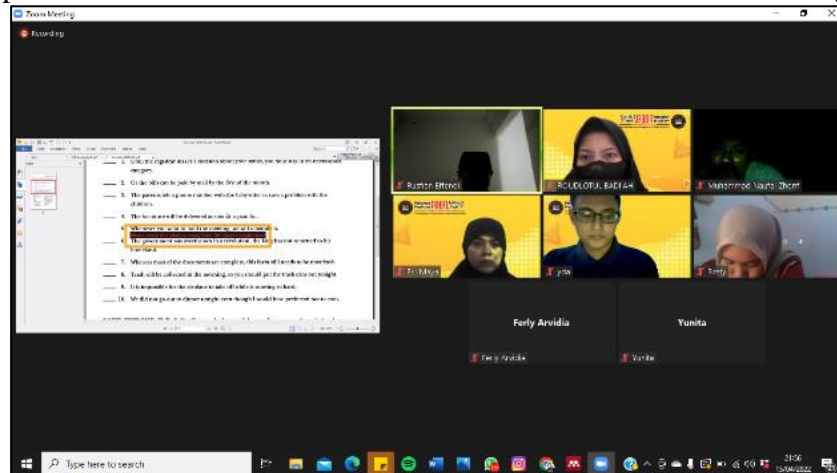


Figure 3. Habituation Stimuli Response with Examples of Behavior and Commands  
Source: Observation Results (2022)

Based on the description of the observation results and images above, it can be concluded that habituation stimuli in the form of behavioral examples accompanied by continuous commands to activate the camera can change the behavior of trainees to activate the camera during the learning process if there is no internet network interference.

The theory of learning classical conditioning (Pavlov) shows that stimulus conditioning is necessary to trigger a response (Nurhidayati, 2012). In this training, trainees are conditioned or given neutral stimuli (such as seeing the speaker and observer activate the camera associated with a meaningful stimulus (that they are also supposed to activate the camera as well/ on camera) and give rise to the capacity to generate the same response.

### 3. Stimuli Penguatan dengan Reward dan Punishment

Haslinda (2019) said that the application of the learning theory of Operant Conditioning by B. F. Skinner on proper learning is by rewarding the behavior the teacher wants, sometimes giving gifts (if needed), and not giving punishment during the process Learning. Based on this explanation, in the course of learning during online TOEFL training, researchers do not give any punishment at all to the trainees, but only rewards and punishments awarded at the end of the implementation of training activities.

These reinforcement stimuli were conveyed by the researchers to the trainees at the moment before entering the 7th meeting. This stimulus is given because based on the observation results from the first meeting to the sixth meeting, the number of attendance participants from week to week continues to decrease. With these stimuli, it can be seen that there are some participants who initially rarely take part in training to start active again to meet the percentage of attendance standards to get rewards in the form of TOEFL training certificates. On the contrary, there are also those whose initial attendance is active and have met the attendance percentage standards then after notification they do not attend the training again in the next meeting.

There are also participants whose attendance percentage is below the standard to continue to take the post-test to get a TOEFL prediction certificate with the requirement that they have to pay a fee to redeem the certificate as a form of punishment. However, the participants received the punishment set by the researcher. Meanwhile, based on the results of the questionnaire distributed to the participants, it shows that there are 33% agreeing and 28% strongly agree that in this online TOEFL training, sanctions are given to participants who are often absent. The remaining 22% strongly disagreed and 22% disagreed, the response was given by participants who rarely attended the training.

Thus, from the results of observations and questionnaire results obtained, it can be concluded that the existence of these reinforcement stimuli can influence the trainees to continue to attend training at each meeting because it can be seen that there is a the increase in the number of participants after previously experiencing a decline.

The reinforcement used in this study is positive and negative. Positive reinforcement by giving prizes in the form of TOEFL training certificates and TOEFL prediction certificates for free, while for negative reinforcement the punishment does not get a TOEFL training certificate and will only get a TOEFL training certificate and will only get TOEFL certificate if willing to pay and take the post-test. This is in line with the opinion of Arifin & Humaedah (2021) who explained that positive reinforcement is a

stimulus that increases or promotes specific responses in the form of rewards (rewards) verbal or nonverbal, while negative reinforcement is a stimulus that encourages a person to avoid certain behaviors. Positive reinforcement and negative reinforcement are both ways to encourage or reinforce an excellent or positive response or behavior.

### Benefit Identification

The results of the questionnaire distributed to the trainees showed that several benefits of online TOEFL training can be obtained for final year students of UPN "Veteran" Jawa Timur can be described as follows:

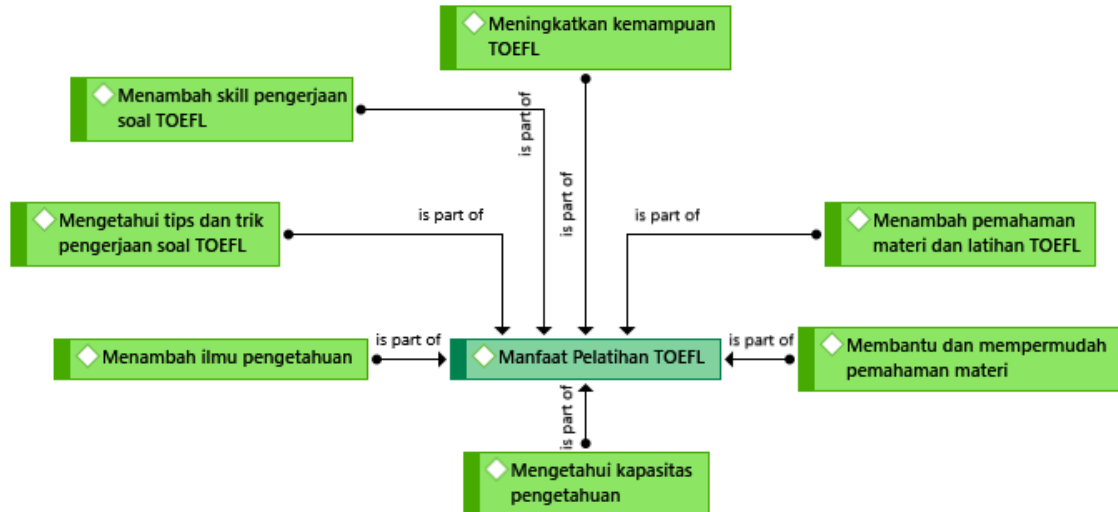


Figure 4. Analysis of Toefl Training Benefits Online Questionnaire Results  
Source: Data Processing Results (2022)

Based on the picture above, the benefits of online TOEFL training can be outlined as follows:

1. Add science  
The implementation of this online TOEFL training has a positive impact on the participants because they get beneficial knowledge to prepare for the TOEFL test later. According to the participants, the material presented in the TOEFL training was fascinating because these knowledge were rarely obtained in ordinary formal education so that it was very supportive of the participants' academics.
2. Knowing tips and tricks for working on TOEFL questions  
In the online TOEFL training material, the resource persons provided tricks in completing TOEFL test questions and efficient learning tips that can be done anywhere. The tips given by the resource persons are in accordance with those that are usually tested on the TOEFL test so that participants feel that by taking this training in accordance with the expectations they want. Overall the tips and tricks shared are pretty helpful in learning TOEFL.
3. Increase toefl question work skills  
This online TOEFL training is beneficial for the participants to improve their TOEFL score because through online TOEFL training this can add skills as well as tutorials in doing TOEFL questions so that participants know how to do TOEFL correctly.
4. Improving TOEFL skills

With this online TOEFL training, the trainees can provide an increase in abilities related to the TOEFL learned.

5. Increase understanding of the material and TOEFL Practice

This online TOEFL training can add to the toefl understanding of the trainees as evidenced by the better post-test scores than the pre-test. Even one of the participants who took part in TOEFL training for the first time was helped in understanding some TOEFL material, it's just that he felt that the duration for the discussion of the practice was not long enough because he was just early toefl training. However, some participants argued that the resource persons were very good at delivering the material and gave very friendly responses so that it was quite easy to understand and studying the content of the material for beginners. In addition, some participants argue that the training material is easy to understand but he feels that the explanation is too fast because this training is carried out online.

6. Helps and facilitates the understanding of the material

The material presented by the speakers can be easily understood and understood by the participants and is in accordance with what was tested during the TOEFL test so that it is beneficial for TOEFL test preparation. In addition, the resource person can convey the content of the material in detail and clearly, and the material is quite relevant in accordance with the TOEFL material so that it can be addressing the lack of understanding in trainees. With a clear understanding, the results obtained by the participants are also quite satisfied.

7. Knowing knowledge capacity

By attending this online TOEFL training, participants know their knowledge capacity related to TOEFL. They can find their respective weaknesses in the listening, structure, and reading material sections so that they can correct their short comings after participating in this online TOEFL training program.

Based on the results of the description obtained from the questionnaire above, it can be concluded that although this TOEFL training activity was carried out free of charge and online, the training participants, especially final year students of UPN "Veteran" Jawa Timur, got a lot of the benefits obtained from attending online TOEFL training because of gaining new knowledge related to TOEFL which is mostly not obtained in formal education, especially skills, strategies, tips and tricks in doing TOEFL test questions so that it can improve participants' TOEFL abilities and can increase TOEFL scores which can be seen from the increase in scores on the pre-test with the post-test. This is in line with what Badi'ah et al. (2021) stated that the training is intended to help participants in developing or gaining new knowledge both in the same and different fields.



(on camera) in order to be observed. The first action the researcher gave an example of behavior by activating the camera (stimuli 1), there has not been a change in the desired behavior. Furthermore, action was given again together (resource persons and researchers) in addition to examples as well as warnings and information on participants. After repeatedly, there is a change in behavior in the trainees. Pavlov's theory, which states that conditioning a stimulus for the achievement of the goal, is acceptable in this study. There is a change in behavior with verbal and non-verbal actions followed by trainees. The second action is positive and negative reinforcement in the form of rewards for participants and sanctions to strengthen participants' behavior to get what they need (stimuli 2). The behavior of participants in this training has changed and learning outcomes can be met. This means that the theory of operant conditioning behavior in this study can be proven.

2. Habituation and strengthening of the desired behavior can be applied by the UPT Language Center UPN "Veteran" Jawa Timur as an effective and efficient online TOEFL learning strategy. In addition, in the learning process, varied methods and media are needed, especially when the topic of listening material, and can also add interactive English games that are intertwined with TOEFL is interrupted by learning with the aim that the trainees are not bored and more enthusiastic in learning toefl material.

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