

**RANKING VERSUS AUTHENTIC LEARNING IN COSMETOLOGY, ETHNOBEAUTY, AND WELLNESS
EDUCATION: A BEHAVIORIST ANALYSIS OF LEARNING MOTIVATION IN INDONESIA**

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MOTIVATION IN INDONESIA**

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ABSTRACT

The ranking system in Indonesian education remains a debated issue, especially amid the shift toward more comprehensive, student-centered, and process-oriented learning. This issue is also relevant in cosmetology, ethnobeauty, and wellness education, where learning outcomes should not only be measured through grades or class rank, but also through practical competence, cultural understanding, creativity, ethical awareness, client-centered care, and sustainable beauty values. This study analyzes the ranking system and authentic learning through the perspective of behaviorist learning theory. The method used in this study is qualitative library research by reviewing journals, books, policy documents, and relevant articles related to behaviorism, motivation, assessment, authentic learning, and beauty vocational education. The findings indicate that the ranking system reflects the application of behaviorism, particularly through stimulus, response, reinforcement, reward, and punishment. In the short term, ranking may encourage discipline and academic performance. However, excessive reliance on ranking can shift students' motivation from intrinsic understanding to external recognition. In the context of beauty and wellness education, this condition may limit students' ability to develop reflective practice, cultural sensitivity, natural ingredient literacy, and professional responsibility. Therefore, assessment in cosmetology, ethnobeauty, and wellness learning needs to move beyond ranking toward authentic assessment, portfolio-based evaluation, project-based learning, reflective feedback, and practical demonstrations. Such an approach supports meaningful learning while maintaining the holistic, cultural, and sustainable values required in beauty and wellness education.

Keywords: *ranking, authentic learning, behaviorism, cosmetology education, ethnobeauty, wellness education, learning motivation*

INTRODUCTION

The way the school system in Indonesia has become very real in recent years. One of the biggest changes is that the student rating system, which is a primary way of measuring how well students are learning, is no longer in use. This step is in accordance with the reality of an autonomous curriculum that focuses more on the learning process, character building, and appreciation of the individuality of each student. It is not just about their grades or where they sit in class (Ahmad Faud, 2026). Although many people have tried to change the school system, this ranking is still quite strong in the field of culture. It seems like many people still think that success is based on a series of achievements. Even if education policies start to eliminate rankings, this old way of thinking and doing things is still used in the classroom and at home.

In cosmetology, ethnobeauty, and wellness education, the debate on ranking becomes more specific because learning achievement cannot be reduced only to numerical scores. Beauty and wellness learning requires students to master technical skills, understand client needs, apply hygiene and safety principles, interpret cultural beauty practices, and develop ethical professional attitudes. Authentic learning is relevant in this context because it emphasizes real-world, complex, and meaningful learning tasks rather than learning activities that only produce test scores (Lombardi, 2007). Therefore, a ranking-based evaluation may be insufficient to represent the complexity of students' competence in beauty and wellness education.

This is shown by the viral example of a girl whose parents yelled at her because she was just in the third grade. This event actually shows that people still often only look at statistics and rankings when thinking about academic success. Students are not recognized for their hard work; Instead, they are under pressure because they have not reached the highest level. This illustrates that people usually still judge how well someone learns by how well they do in competition, not by how well they understand the content, the way they learn, or the way they develop. This is not only because parents have high expectations for their children, but also because the environment around them has a big impact. In many cases, rank is a sign of family pride. People often think that a parent's effectiveness in teaching is indicated by the success of their children. In the end,

necessity always wins. Because of this, the students feel that they should always compete, even when they are young.

This phenomenon is relevant to beauty and wellness education because students in vocational and professional fields are often required to show visible performance. However, visible performance should not only be interpreted as high scores or ranking positions. In beauty education, students may achieve high academic marks but still need further development in creativity, communication, cultural sensitivity, practical accuracy, and reflective judgment. Skill-based evaluation is increasingly important in beauty vocational education because employability in the beauty sector is closely related to demonstrable competence and practical readiness, not only diploma-based recognition (Pratiwi, 2025).

Now, the emphasis on learning is not on final grades or rankings, but on the learning process itself and how students can have meaningful experiences and truly understand what they are learning (Davidi, 2025). The emphasis is on developing critical thinking, increasing creativity, and cultivating a whole personality. This method is necessary because of what is expected of students today, especially in the 21st century, when they must be able to adapt to new situations and be willing to continue learning throughout their lives. (2026) Ahmad Faud. Even if laws on the abolition of the rating system have begun to be enacted, the truth is that many people still think that ratings are the best way to assess how well a child is doing in school. This illustrates that the desire for change in education is not the same as what is actually happening in society. Therefore, trying to make learning more meaningful by focusing on the process, understanding, and growth of each person's potential is usually less demanding than just achieving good grades or doing well on exams. This situation ultimately forces us to reassess how rankings work in schools. The rating may actually make students want to learn more, or it may hinder more humanistic learning and focus on self-improvement.

The focus on ranking in education is also related to behaviorist learning theory. This theory states that learning is a modification of behavior that results from the interaction between stimulus and response (A. M. Irfan Asfar, A. M. Iqbal Akbar Asfar, 2019), then strengthened through the reward and punishment process. Students who score the best are often recognized or recognized, while students who score lower are sometimes pressured and can even

adversely affect them, either directly or indirectly. For example, some children have problems because they are not the best in their class. This illustrates that a ranking system is typically used to "control" the way children learn. Parents and the world around them are already using behaviorism without realizing it. Behaviorism is the idea that children should be driven by values and grades so that they want to learn more. But this technique generally only makes people want to learn from the outside. Students learn not out of a desire to understand the content more deeply, but rather to gain approval or avoid adverse impacts. So, even if the ranking corresponds to the idea of reinforcement in behaviorism, it still has to be revisited to ensure that it does not get in the way of a more complete educational goal.

The ranking system also needs to be reconsidered in relation to ethnobeauty learning. Ethnobeauty emphasizes beauty practices rooted in culture, tradition, local wisdom, and holistic health. Such knowledge cannot be assessed adequately through ranking alone because it involves cultural interpretation, respect for traditional practices, ingredient literacy, and sustainability awareness. Studies on traditional cosmetics show that natural

LITERATURE REVIEW

Behaviorism, Ranking, and Motivation in Beauty Education

Behaviorism, commonly referred to as behavioral psychology or learning theory, is a psychology paradigm that emphasizes the use of scientific and objective research methodologies in studying human behavior (Yustinus Semiun, 2020). Behaviorism is a school of psychology that argues that the examination of human behavior should concentrate on observable and tangible actions rather than on abstract or speculative internal processes (A. M. Irfan Asfar, A. M. Iqbal Akbar Asfar, 2019). As a result, this methodology often eliminates and even rejects discourses about consciousness or mental phenomena that resist empirical quantification. In fact, comparable theories have existed since Ancient Greece, when psychology was still a branch of philosophy. Nonetheless, behaviorism emerged as a fully recognized school of psychology in 1913, influenced by the ideas of John B. Watson (A. M. Irfan Asfar, A. M. Iqbal Akbar Asfar, 2019). He believed that psychology should be considered an

beauty practices are closely connected to cultural identity, local plant knowledge, preparation methods, and community-based knowledge transmission (Sultan et al., 2024). Plant-based cosmetics are also discussed in relation to biodiversity, herbal cosmetic development, quality control, and sustainable use of natural resources (Gamage et al., 2022). Therefore, the discussion of ranking and authentic learning is relevant to the psychological, socio-cultural, and educational dimensions of beauty and wellness learning.

From the above background, several issues can be articulated regarding the discussion: (1) How can the concept of ranking in schools be explained through the lens of behaviorist learning theory, especially in relation to stimulus, response, and reinforcement? (2) In behaviorist theory, how does society, including parents' expectations of grades, affect the way students learn? This study seeks to examine the application of ranking in the scope of education through the lens of behaviorist learning theory. This work also seeks to examine the influence of the rating system on students' motivation and learning behavior, especially in shaping their reactions to learning and encouraging increased motivation.

objective natural science, subject to empirical testing through experimentation. He believes that studies in this sector should use techniques that are based on original facts, such as direct observation, conditioning, testing, and verbal reporting, so that findings can be properly evaluated and explained. Behaviorism's learning theory, on the other hand, sees learning as behavior changes that can be easily seen. These changes occur as a result of the interaction between the stimulus and the subsequent response (Ayi Abdurahman, 2024). A stimulus is any type of stimulus that the instructor gives to the student, and the response is the student's reaction to the stimulus. This perspective does not prioritize an individual's internal mental processes. What is more important is how the environment stimulates children and how they react to it. The behavior changes that occur later are often reinforced with reinforcement, which can be rewards as a way to show gratitude or punishment as a consequence. So, behaviorism says that you can shape, guide, and even anticipate someone's behavior by changing the way they learn. This idea can be observed in schools in the way instructors use grades, rewards, punishments, and even ranking systems to motivate

students to learn the way they want. This method often makes students more motivated because of things that are out of their control, rather than because of what they want or know.

Ivan Pavlov and B. F. Skinner are two well-known names in the field of behaviorism. Ivan Pavlov is best known for his work on classical conditioning, which is the theory that reactions can be made based on how a person interacts with certain stimuli. His experiments with dogs provide significant evidence that behaviors can be acquired through conditioning. Pavlov first fed a hungry dog as an unconditional stimulus. The dog drooled as an unconditional reaction. He then used the ringing of the bell as a conditioned gesture that always came before eating. Dogs begin to associate the sound of bells with food after this procedure is performed repeatedly. Because of this, dogs still salivate when the bell rings without food. This shows that the answer has been developed through the learning process. This experiment shows that organisms can derive a relationship between stimulus and response through experience, where stimuli that were previously neutral can obtain specific responses during the conditioning process. The Pavlov test showed that after exercise, the ringing of a bell can replace meat that was once an Unconditional Stimulus (UCS). The bell is now a Conditioned Stimulus (CS). The dog continued to salivate even though there was no food after the bell rang. This indicates that the conditioning process has made a reaction. Pavlov explained that individual behavior can be conditioned by replacing natural stimuli with alternative stimuli that are deliberately designed to elicit certain reactions consistently. This is interesting because during this process, a person often does not realize that his or her behavior is affected by external things that have been pre-conditioned.

The next person was Burrhus Frederic Skinner, sometimes known as B. F. Skinner. His ideas about learning looked more advanced than those who came before. He can describe how people learn in a clear and thorough way. Skinner suggests that the relationship between stimulus and reaction, which comes from environmental interactions, is more complex than previously thought. A person's reaction does not come from a single input; rather, it is formed by several connected stimuli. Also, every reaction that occurs has a specific effect that occurs as a result. This impact plays a big role in deciding whether or not someone will do the same thing again

in the future. So, stimuli don't just affect how people respond; the effects or consequences that arise afterwards as well. So, if we want to know more about why someone acts the way they do, we need to look at how many of the things that affect them are related and how they can respond and what happens as a result. Skinner also believes that using cognitive factors to explain behavior can complicate analysis. When you start talking about mental explanations, you usually need more explanations, which makes the conversation longer and more complicated. On the other hand, a number of studies published in scientific publications show that systems that use assessments to evaluate students are strongly related to their desire to learn.

In the context of cosmetology and wellness education, behaviorism can be observed through the use of grades, rewards, certificates, competition, and ranking as external reinforcement. These forms of reinforcement may encourage students to complete assignments, follow classroom discipline, and improve visible performance. However, if they become the dominant basis of learning, students may focus more on achieving high scores than on developing deep understanding and professional competence. Ryan and Deci (2000) explain that intrinsic motivation is related to engagement driven by interest, meaning, and satisfaction, while extrinsic motivation is influenced by external rewards or pressures. This distinction is important because ranking tends to strengthen external motivation rather than internal learning awareness.

Findings suggest that ranking systems can increase students' motivation to learn in the short term, mainly due to their desire for rewards or recognition (Tomas Jungert et al., 2014). However, some studies have found that learning methods that place too much emphasis on the end result, such as rankings, often overlook how important it is to understand the topic in detail. As a result, students are more likely to aim for high grades rather than understanding the topic as a whole. This is in line with other criticisms of the behaviorist approach, which are seen as insufficiently addressing the cognitive and emotional dimensions of the learning process. So, although behaviorism theory manages to describe how reward systems can shape learning behaviors, we still need to take a closer look at how they work in the form of rankings. So, in order for students to fully grow and understand what learning means, educational practice must concentrate on

more than just the end result. It is also necessary to pay attention to the learning process itself.

Authentic Learning and Authentic Assessment

Authentic learning provides an alternative to ranking-oriented learning because it emphasizes meaningful tasks that resemble real professional situations. In beauty and wellness education, authentic learning may include make-up practice, skin and hair care case analysis, product formulation projects, traditional beauty treatment documentation, client consultation simulations, and portfolio development. Lombardi (2007) explains that authentic learning focuses on real-world problems, learning-by-doing, case-based activities, and complex tasks. This approach is more suitable for cosmetology and wellness learning because students are expected to demonstrate competence through practical and contextual performance.

Authentic assessment is also important because it evaluates students through direct performance rather than indirect indicators. Wiggins (1990) argues that authentic assessment examines students'

ability to perform meaningful intellectual or practical tasks. In beauty education, this means that assessment should not only measure whether students can answer theoretical questions, but also whether they can analyze client needs, select appropriate products or techniques, demonstrate safe procedures, and reflect on the quality of their work.

Feedback should become a central element in replacing ranking-centered evaluation. Hattie and Timperley (2007) explain that feedback can strongly influence learning, but its effect depends on the quality and direction of the feedback. In cosmetology learning, feedback should not merely inform students whether their work is correct or incorrect. It should guide students to improve technique, hygiene, creativity, cultural accuracy, client communication, and professional responsibility. This makes feedback more educational than ranking because it helps students understand how to improve.

RESEARCH METHODS

This research uses a qualitative methodology within the framework of library research. This technique was chosen because of the study's emphasis on understanding and discussing various ideas and phenomena related to the ranking system in education, especially those related to behaviorist learning theory. To prove this, the researcher used a variety of related textual sources, including journals, books, and articles, as the main material for the analysis process. The information used in this study is sourced from secondary sources, such as scientific publications, books, news, and Indonesian education policy papers. These kinds of sources are not selected based on where they come from. Instead, they are selected based on how relevant the issue is, how reliable the source is, and how up-to-date the material is. The main emphasis is on resources that talk about behaviorism, learning motivation, and the school system for testing.

In order to align the study with the context of cosmetology, ethnobeauty, and wellness education, the literature sources were also directed toward studies on beauty vocational education, authentic assessment, traditional beauty knowledge, natural cosmetics, and wellness-oriented learning. These sources were used to expand the analysis from general ranking practices in education to the specific demands of beauty and wellness learning, where

competence includes technical, cultural, ethical, and reflective dimensions.

Data collection in this study was carried out through the documentation study method. In other words, various textual sources that are related to the issue being discussed are searched, collected, and evaluated by researchers. These sources may be scientific journals, papers, or other references related to ranking systems in education around the world. The researchers searched the data on a number of sites, including Google Scholar, ResearchGate, and the National Journal portal. The researchers also used information from trusted news sources that talked about relevant topics to get a better idea of what was really happening in the sector. This study uses content analysis tools to review the data. After collecting the data, it goes through various steps, from sorting and selecting the most important information to study to structuring it in a way that makes it easier to understand. This study uses a methodology that involves examining multiple sources, including journals, books, and articles, to ensure that the data used is accurate and reliable. The analysis findings should be more objective and fair because they look at more than one source at a time. This study aims to explain the difference between the ranking system and real learning using this methodology. This research also tries to explain how behaviorism theory can improve

the understanding of educational phenomena in Indonesia.

The analysis was conducted through three interpretive stages. First, the ranking system was analyzed as a form of behaviorist reinforcement involving stimulus, response, reward, and punishment. Second, the consequences of ranking

RESULTS AND DISCUSSION

Ranking and Motivation in Cosmetology, Ethnobeauty, and Wellness Learning

In the learning process, learning and learning are two things that are very closely related and cannot be separated. Both become an important part of teaching and learning because that's where instructors and students can talk to each other and change each other's minds. Learning can be defined as the process of behavior modification resulting from the interaction between humans and their environment (Dasopang, 2017). Often, these changes happen slowly, have a clear, good goal, and require the person to take an active role. Psychologists and education experts say that this process of behavior change can occur in a variety of scenarios. In short, learning happens when students and instructors work together. It also includes the content learned, the delivery methods, tactics used, and the many learning tools available in an educational setting. Students have two roles in the teaching and learning process: both are actors and targets in educational activities. The essence of the learning process is how students navigate it to achieve the goals that have been set.

The final goal of the learning process carried out by students is the achievement of learning outcomes (Sepling et al., 2023). Teachers need to pay attention to a number of things that may have an impact on achieving learning goals so that they can be fulfilled as well as possible. In this way, students' full potential can be harnessed to help them achieve their learning goals. In terms of learning outcomes, the ranking system usually makes students more focused on getting high grades as a sign of success. Therefore, the learning methods that must be used to really understand the subject have become less noticeable. Many students choose quick methods like memorization rather than actually understanding the material because they think they will get better grades quickly. Ranking is not just about grades or achievements in school; it's also about how others around you, such as instructors, friends, and even family, see you. So, rankings have

were interpreted in relation to students' motivation and authentic learning. Third, the findings were contextualized within cosmetology, ethnobeauty, and wellness education by examining how ranking-based evaluation may influence students' practical competence, cultural awareness, natural ingredient literacy, and professional readiness.

a huge influence on the way children learn. To be able to achieve a certain goal where the way many students learn is changed by themselves. In some situations they even focus more on the final result than on actually understanding the topic being studied.

Seen from the perspective of motivation, the ranking system has two different sides. On the one hand, ranking can be a powerful enough driver for students to strive to achieve better achievements. But on the other hand, great pressure can also be felt by students due to the system. The motivation that arises in students is more influenced by external factors due to the existence of a ranking system. They learn not out of a desire to truly understand the lesson but rather to avoid negative consequences or to earn praise. In the short term, strategies like this are indeed able to create increased grades, but when students continue to rely on external encouragement, their ability to study independently will be less developed. In addition, the demands to reach a certain ranking position can cause stress for some students where feelings of discomfort, anxiety, and even inferiority are often experienced, especially by those who are at the bottom. This is a clue that the ranking system not only has an impact on academic achievement but also affects the emotional state of students. On the other hand, the meaning of learning becomes narrower because of the attention that is too focused on rankings. In fact, learning should be a means for expanding knowledge and self-development. In fact, learning is often viewed as just a way to get grades. When this condition occurs, students tend to use quick and easy methods such as memorization without understanding in depth, although understanding is very important to be able to achieve maximum results. As a result, important things such as self-reflection, in-depth discussion, and a thorough understanding of a concept are often overlooked because they are assumed not to have a direct impact on rankings. In fact, some of these aspects actually play a very important role in helping students understand the relationship between knowledge and daily life and the development of

critical thinking skills. Therefore, it can be said that an assessment system like this has the potential to reduce students' chances to have a truly meaningful learning experience.

In cosmetology, ethnobeauty, and wellness education, the effect of ranking on motivation should be examined carefully. A ranking system may motivate students to improve performance in the short term because it provides visible recognition. However, beauty and wellness learning requires more than visible achievement. Students need to develop patience, accuracy, creativity, cultural sensitivity, and reflective awareness. If ranking becomes the main learning orientation, students may focus on obtaining the best position rather than understanding why a certain beauty procedure is appropriate, how a product affects the skin or hair, or how traditional beauty practices should be interpreted respectfully. This concern is consistent with self-determination theory, which distinguishes externally controlled motivation from more autonomous forms of motivation (Ryan & Deci, 2000).

This issue is particularly important in ethnobeauty learning because cultural beauty practices are not only technical procedures but also forms of inherited knowledge. Sultan et al. (2024) show that traditional cosmetics are closely related to plant knowledge, preparation methods, cultural identity, and community practices. Their study documented the use of traditional cosmetic plants among Oromo women and explained that such knowledge is connected to skin care, hair care, facial care, and cultural expression. Therefore, students cannot meaningfully learn ethnobeauty only by pursuing ranking; they need direct engagement with cultural sources, scientific references, and reflective practice.

From Ranking-Based Evaluation to Authentic Beauty Learning

The limitation of ranking does not mean that assessment should be removed from learning. Instead, assessment needs to be redirected from comparison among students to the development of competence. In cosmetology and wellness education, students can be evaluated through portfolios, practical demonstrations, treatment reports, peer assessment, reflective journals, and client-case analysis. These forms of assessment are more appropriate because they show how students apply knowledge in real or simulated professional situations. Authentic assessment is designed to

examine students' performance on meaningful tasks, not only their ability to respond to standardized or indirect indicators (Wiggins, 1990).

For example, in learning traditional facial treatment or natural hair care, students can be asked to identify the cultural background of the practice, explain the function of natural ingredients, demonstrate the procedure, evaluate safety aspects, and reflect on the ethical use of local knowledge. Through this method, students are not only encouraged to perform well, but also to understand the meaning behind the practice. This approach is aligned with ethnobeauty because traditional plant knowledge can be developed into modern cosmetic bioactives when it is supported by ethnobotanical documentation, phytochemical profiling, and scientific validation (Qonita & Pratiwi, 2025).

Portfolio-based assessment is also relevant because it documents students' competence development over time. In beauty education, portfolios can include photographs of practice results, treatment analysis sheets, product ingredient reviews, reflective journals, client consultation simulations, and teacher feedback. Assessment that supports long-term learning should help students develop evaluative judgment and the ability to assess the quality of their own work beyond immediate grades (Boud & Falchikov, 2006). This is important because future beauty practitioners need to make independent professional decisions in real service contexts.

Formative feedback can strengthen this process because it helps students identify the gap between current performance and expected competence. Sadler (1989) explains that formative assessment is closely related to students' understanding of standards, comparison between actual and desired performance, and action to close the gap. In cosmetology learning, this means students need clear criteria for technique, hygiene, product selection, cultural appropriateness, client comfort, and final aesthetic results. Feedback should therefore be used not only to correct mistakes, but also to guide professional growth.

When viewed from the perspective of behaviorism where ranking is viewed as a form of strong external reinforcement because of its ability to influence the mind as well as the social environment. Various studies have also proven that the behaviorism approach is effective in forming more disciplined learning habits. In addition, student involvement in the learning process can be improved

through the application of rewards and punishments. However, the results of the study provide clues, this strategy tends to be effective only for basic behaviors and for a limited period of time. Many cases show superior performance in students can usually only be maintained when the reward or reinforcement system is continuously implemented. When stimuli are reduced or stopped, anticipated Learning Behaviors are often reduced and do not last long. That said, behaviorism doesn't have to be discarded at all. This strategy is still very useful, especially for teaching students how to learn and be disciplined. What is more important is how to blend this strategy with other strategies that focus on human aspects and understanding, such as the constructivist approach. You may still use incentives, but don't use them too often at first to avoid triggers. Additionally, learning should be reinforced in ways that can keep students motivated from within, such as project-based learning, activities that make them think about themselves, and working together in groups.

If the method is balanced, children learn more than just how to get good grades or pass exams. They also learn more about the process and may even like what they learn. The ranking system and real learning are two different ways of looking at things in the world of education. There is still a traditional way of looking at things, which focuses on the end result and how to control children's behavior. But on the other hand, new ideas are starting to emerge that focus on the learning process and help each student reach their full potential. Behaviorism theory does have a purpose, especially in explaining how rewards and punishments can shape learning behaviors. But this hypothesis alone does not fully explain how complicated the learning process is for humans.

So, schools in Indonesia need to start using a more comprehensive teaching approach. Not only does it rely on outside support, but it also helps students become more self-aware, more independent, and find purpose in their studies. Therefore, the transition from the ranking system to a more real learning method is not only related to changes in the way students get grades but also concerns changes in the way the purpose and meaning of education itself is understood.

Implications for Sustainable Beauty and Wellness Education

The shift from ranking to authentic learning also has implications for sustainable beauty education. Ethnobeauty and wellness learning requires students to understand the relationship between beauty practices, natural resources, cultural heritage, and responsible product use. Gamage et al. (2022) explain that plant-based cosmetics are connected to the development of herbal cosmetic industries, sustainable use of medicinal plants, quality control, and scientific validation. This indicates that beauty education needs assessment models that measure students' ability to connect traditional knowledge with safety, sustainability, and professional practice.

Therefore, a balanced learning approach is needed. Behaviorist reinforcement can still be used to build discipline, procedural accuracy, and learning habits. However, it should be combined with authentic learning, reflective feedback, portfolio assessment, and project-based activities. Feedback-based learning supports students' self-regulation because it helps them monitor their progress, evaluate their performance, and plan improvement strategies (Nicol & Macfarlane-Dick, 2006). In this way, students are not only motivated by external rewards, but also by professional meaning, cultural responsibility, and awareness of holistic beauty and wellness values.

Based on the previous analysis, the ranking problem in education can be addressed by implementing appropriate strategies. The way teachers assess how well students perform needs to start making adjustments where student performance should not be seen from their grades or rankings in class. The learning process, the level of effort they make, and the development of their way of thinking also need to be considered. In addition, the learning environment can be made more appreciative of the process by providing useful feedback or comments that are not just displaying statistics at the end of the lesson. Ratings should no longer be used by schools as the main way to evaluate students. Other research methods can be tried such as using portfolios, projects, or commenting on what students have learned. With this approach, the ability of each student can be shown through their own way which is not only dependent on obtaining high grades. A very important role is also played by parents in this regard. Rather than just asking "how much did you get?" it would be better to ask what was learned, how was the process, and to what extent it was understood. Children's motivation can be grown

from within through this kind of support that is not because they feel compelled to do so. In the field of education where a good balance between various learning approaches also needs to be found. Things like gift-giving can still be used to generate

COVER

The discussion shows that the ranking system in education reflects the principles of behaviorist learning theory, especially through stimulus, response, reinforcement, reward, and punishment. In the short term, ranking can encourage students to become more disciplined and achievement-oriented because they receive external reinforcement from teachers, parents, peers, and the school environment. However, when ranking becomes the main indicator of learning success, students may focus too strongly on grades and social recognition while neglecting deep understanding, self-reflection, creativity, and personal development.

In the context of cosmetology, ethnobeauty, and wellness education, this issue becomes more significant because learning outcomes cannot be measured only through numerical scores or class position. Beauty and wellness education requires technical competence, cultural sensitivity, ethical awareness, client-centered communication, natural ingredient literacy, hygiene and safety awareness, and sustainable beauty values. A ranking-based system may fail to represent these complex competencies because it tends to compare students

enthusiasm but should not be the main choice. Alternative methods that focus more on meaning and understanding in the educational process need to be implemented.

rather than document their individual growth and professional readiness.

Therefore, the learning process in cosmetology, ethnobeauty, and wellness education should move toward authentic learning and authentic assessment. Portfolio assessment, practical demonstrations, project-based learning, reflective journals, peer feedback, and client-case analysis can provide a more comprehensive picture of students' competence. Behaviorist reinforcement may still be used to build discipline and procedural consistency, but it should not become the dominant foundation of learning. A more balanced approach is needed so that students are motivated not only by external rewards, but also by understanding, cultural responsibility, professional ethics, and holistic wellness values.

This study concludes that the difference between ranking and authentic learning is not only located in the assessment technique, but also in the way education defines success. In beauty and wellness education, success should be understood as the development of competent, reflective, ethical, culturally aware, and sustainability-oriented future practitioners.

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