



ANALYSIS OF OFF-TASK BEHAVIOR IN BEHAVIORISM PERSPECTIVE

Muhammad Wildan Supriatna¹, Haning Tri Widiastuti², Nadia Amelia Putri³, Az-Zahra Khoirul Nisa⁴, Cahya Fitri Hasna⁵

Guidance and Counseling, Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. Dr. Hamka¹²³⁴⁵
Corresponding E-Mail: Wildanm540@gmail.com

Received May 1, 2025;
Revised May 4, 2025;
Accepted May 10, 2025;
Published Online May 12, 2025

The Bikotetik Journal is a Guidance and Counseling journal published by the Department of Guidance and Counseling, Faculty of Education, State University of Surabaya in collaboration with the Asosiasi Bimbingan dan Konseling Indonesia (ABKIN)

Abstrak

Penelitian ini dilatar belakangi oleh adanya perilaku yang mengganggu dalam proses pembelajaran, yaitu perilaku *off-task*. Perilaku *off-task* adalah perilaku mengganggu yang dilakukan oleh siswa selama proses pembelajaran dengan tidak terlibat pada pembelajaran itu sendiri. Perilaku *off-task* terdiri dari 3 aspek, yaitu verbal, motorik dan pasif. Perilaku *off-task* ini terjadi karena beberapa faktor, salah satunya adalah pembentukan behaviorisme. Penelitian ini membahas strategi efektif untuk mengurangi perilaku *off-task* dalam pembelajaran kelas melalui pendekatan behaviorisme. Hasil menunjukkan bahwa metode seperti *reinforcement*, *self-control*, konseling individu dengan kontrak perilaku, *sociodrama*, *self-control*, dan token *economy* meningkatkan keterlibatan siswa dan menciptakan lingkungan belajar yang produktif. Kendala implementasi mencakup keterbatasan fasilitas dan tekanan kurikulum. Kolaborasi antara guru, konselor, dan pihak sekolah menjadi kunci keberhasilan.

Kata Kunci: Perilaku *off-task*, behaviorisme

Abstract

This study is motivated by the presence of disruptive behaviors in the learning process, specifically off-task behavior. Off-task behavior refers to disruptive actions performed by students during the learning process, where they are not engaged in the lesson itself. Off-task behavior consists of three aspects: verbal, motoric, and passive. These behaviors occur due to various factors, one of which is behavior formation, a concept discussed within the behaviorism approach. This study explores effective strategies to reduce off-task behavior in classroom learning through the behaviorism approach. The results indicate that methods such as reinforcement, self-control, individual counseling with behavior contracts, sociodrama, self-control, and token economy enhance student engagement and create a productive learning environment. Implementation challenges include limited facilities and curriculum pressure. Collaboration between teachers, counselors, and the school is key to success.

Keywords: Off-task behavior, behaviorism.

How to Cite:

Author 1, Author 2. (Year). Title Manuscript. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, Vol (No): pp xx-xx

INTRODUCTION

The process of education and learning within the classroom constitutes the core of educational activities, aiming to enhance students' cognitive, affective, and psychomotor competencies. Achieving these objectives necessitates meticulous instructional planning to ensure active student participation and optimal engagement in every learning session. Furthermore, the creation of a conducive learning environment serves as a critical supporting factor for the success of educational endeavors. Empirical findings by (Hulu & Laoli, 2023) indicate that the implementation of reinforcement techniques significantly mitigates off-task behavior. Their intervention demonstrated a reduction in the mean frequency of off-task behavior from 10.84 during the initial phase to 1.16 following the application of positive reinforcement. This approach aligns with Skinner's (1953) operant conditioning theory, which posits that positive reinforcement, including rewards and verbal praise, enhances the likelihood of desired behaviors within the classroom context.

Beyond reinforcement strategies, (Ningsih et al., 2023) underscored the effectiveness of individual counseling using behavior contract techniques. Through this individualized method, students exhibiting high levels of off-task behavior experienced a decline to moderate or low levels post-intervention. This highlights the value of personalized interventions in addressing the distinct needs of individual learners. Supporting evidence from (Sintiasari & Mochamad, 2018) further affirms that behavior contract-based counseling fosters improved student focus on academic tasks. Nonetheless, the realization of these ideal conditions often encounters challenges in practical settings. Many classrooms are constrained by limited space and elevated noise levels, which can hinder the creation of a comfortable learning environment (Supriyadi & Lestari: 2023). Such environmental limitations may diminish student motivation and contribute to increased incidences of off-task behavior. (Agustina, 2013) emphasizes that positive behavioral support from teachers—such as facilitating two-way communication and providing targeted feedback—can effectively reduce negative behaviors and enhance student engagement.

Within the framework of Bandura's (1986) social cognitive theory, off-task behavior is conceptualized not merely as a reaction to environmental stimuli but also as a consequence of observational learning and imitation. Socially grounded instructional methods, such as sociodrama, have demonstrated efficacy in this regard. As shown by (Istiqamah & Marhani, 2022), sociodrama enables students to comprehend expected behaviors through the simulation of authentic social scenarios. Complementary findings from Rahman and Putri (2022) also reveal that sociodrama enhances students' awareness of positive academic conduct. Additionally, self-regulation strategies explored by Nuraeni et al. (2022) have proven effective in cultivating self-discipline among students, thereby reducing the prevalence of off-task behavior. These findings align with those of (Istiqamah & Marhani, 2022), who observed improvements in student focus and reductions in distractions following the implementation of self-control techniques. Another effective behavioral strategy, the token economy system, as investigated by Zuhara *et al.* (2021), incentivizes student engagement through the allocation of tokens for appropriate behaviors, thus promoting sustained concentration. Marzano et al. (2003) assert that effective classroom management—reinforced by diverse instructional methodologies (Winarno: 2021), —is essential for fostering a productive and supportive learning atmosphere. In this context, the teacher plays a pivotal role in selecting and integrating innovative pedagogical strategies to enhance student participation.

In conclusion, interventions such as reinforcement, self-control, sociodrama, individual counseling, and token economy systems have been empirically validated as effective means to cultivate a conducive and productive classroom environment. Pedagogical approaches grounded in behaviorist and social cognitive theories offer practical and evidence-based

frameworks for educators to mitigate off-task behaviors and enhance the overall quality of classroom learning.

METHODS

This article was developed using the literature review method by consulting a range of scientific journals and academic sources obtained through Google Scholar to identify relevant studies. The purpose of this research is to integrate various related theoretical frameworks and to explore both ongoing and previously underexamined issues as a foundation for analysis. The selected references were systematically reviewed through a process involving identification, translation, and interpretation of research findings, with the aim of diagnosing key problems through the synthesis of empirical results. Specifically, the researcher conducted a literature-based analysis focusing on studies that examine off-task behavior from a behaviorist perspective.

RESULTS AND DISCUSSION

The implementation of various instructional strategies—such as reinforcement, self-control, sociodrama, individual counseling, and the token economy—has demonstrated significant effectiveness in reducing students' off-task behavior and enhancing their engagement in the learning process. The reduction in average off-task behavior from 10.84 to 1.16 through the use of positive reinforcement, as reported by Hulu and Laoli (2023), underscores the efficacy of this approach in promoting desirable behaviors. This finding aligns with Skinner's (1953) operant conditioning theory, which posits that positive reinforcement, in the form of rewards and praise, can increase the frequency of target behaviors in a classroom setting.

Personalized interventions, particularly individual counseling utilizing behavior contracting techniques, have also proven to be effective in addressing students' specific behavioral needs. Ningsih et al. (2023) found that students initially classified as exhibiting high levels of off-task behavior showed significant reductions to moderate or low levels following the intervention. This highlights the necessity of individualized strategies tailored to the unique behavioral profiles of students. Supporting this, Sintiasari and Mochamad (2018) emphasized that “Behavior contract-based counseling is instrumental in helping students stay focused on academic tasks,” thereby reinforcing the value of structured, personalized support mechanisms in mitigating behavioral challenges.

Furthermore, strategies grounded in social experiential learning, such as sociodrama, have been shown to facilitate students' comprehension and modeling of expected behaviors. Istiqamah and Marhani (2022) found that simulating real-life situations in a controlled environment aids students in internalizing and enacting positive behaviors. This is supported by Rahman and Putri (2022), who noted that “Through sociodrama, students gain experiential understanding of desired behaviors in a supportive and interactive environment,” illustrating the method's potential to foster behavioral awareness and empathy.

The development of self-regulation skills has also yielded promising results. According to Nuraeni et al. (2022), “Self-control techniques empower students to minimize distractions and enhance focus, fostering a more disciplined learning environment.” This indicates that equipping students with strategies for self-monitoring and regulation is crucial in maintaining classroom focus, particularly in challenging learning scenarios.

Another effective approach is the application of the token economy system, which has been demonstrated to increase students' concentration and motivation. Zuhara et al. (2021)

observed that implementing token-based rewards promotes greater student participation and behavioral consistency. Marzano et al. (2003) further emphasized that “Token systems are not only motivating but also create structured reinforcement that supports consistent engagement in learning activities.” Such systems provide tangible incentives that reinforce desired classroom behaviors over time.

Nevertheless, the success of these strategies is also contingent upon the teacher's ability to foster a conducive classroom environment. Supriyadi and Lestari (2023) emphasized the critical role of physical and communicative factors, such as adequate classroom space and two-way communication, in supporting student motivation and behavior. In this regard, Agustina (2013) noted that positive behavioral support from educators—particularly through clear, specific feedback—can significantly enhance student engagement and reduce disruptive behaviors.

Overall, the effectiveness of the classroom learning process is closely tied to the behavioral management strategies employed by teachers. Reinforcement techniques, in particular, have a profound impact on minimizing off-task behavior, as illustrated by Hulu and Laoli (2023), whose findings showed a reduction in such behavior by more than 90% following the use of positive reinforcement. This supports Skinner's (1953) theory, affirming that the provision of praise or tangible rewards can increase the frequency of expected behaviors. Consequently, reinforcement not only facilitates the shaping of positive behavior but also enhances students' intrinsic motivation to remain focused during learning activities. Similarly, individualized strategies such as behavior contract-based counseling continue to yield consistent outcomes in mitigating off-task behavior. Ningsih et al. (2023) demonstrated the efficacy of these techniques in accommodating the diverse behavioral needs of students. As further reinforced by Sintiasari and Mochamad (2018), behavior contract-based counseling provides a clear and structured framework for students to understand and align with academic expectations, thus supporting the broader goals of behavior modification and classroom engagement.

Furthermore, social experience-based approaches such as sociodrama offer a valuable perspective in classroom behavior management. By simulating real-life scenarios, students are encouraged to understand the consequences of their actions within the learning environment. Istiqamah and Marhani (2022) assert that sociodrama enables students to recognize and internalize positive behaviors that can be modeled, thereby fostering active participation in classroom activities. This method corresponds closely with Bandura's (1986) social cognitive theory, which posits that individuals acquire behaviors through observation and imitation.

In parallel, self-control techniques equip students with the capacity to manage their behavior independently. The study by Nuraeni et al. (2022) demonstrated that students who practiced self-regulation strategies were more capable of minimizing distractions and sustaining concentration during instructional activities. This skill is crucial for fostering student autonomy in navigating complex academic challenges.

Likewise, the token economy method has been identified as an effective strategy for enhancing both intrinsic and extrinsic motivation among students. Zuhara et al. (2021) found that the use of a structured token reward system not only increased student engagement but also contributed to a more organized and focused learning atmosphere. When combined with sound classroom management practices, as proposed by Marzano et al. (2003), the token economy can support the establishment of a conducive learning environment.

Nevertheless, the successful implementation of these strategies is often constrained by non-ideal classroom conditions, such as overcrowding and excessive noise levels (Supriyadi & Lestari, 2023). These environmental challenges may undermine the effectiveness of behavior management approaches. In this context, positive behavioral support from teachers—including

the use of specific feedback and two-way communication—is critical, as highlighted by Agustina (2013). Therefore, the integration of behaviorist and social cognitive-based strategies is not only relevant but essential in managing student behavior and enhancing the quality of instruction. Teachers play a pivotal role in selecting and adapting appropriate strategies to meet the diverse needs of learners and the contextual dynamics of their classrooms, thereby optimizing the achievement of educational goals.

SUMMARY

Conclusion

Behaviorist and social cognitive theories provide a robust theoretical foundation for fostering a conducive classroom environment. The application of evidence-based strategies—including reinforcement, individual counseling with behavior contracts, sociodrama, self-control, and token economy—has been shown to enhance student engagement and reduce classroom disruptions. Additionally, the presence of a supportive classroom atmosphere, teacher-provided behavioral support, and the integration of varied instructional methods are essential to maintaining students' focus on academic tasks. When these strategies are implemented consistently, they contribute to the development of a productive learning climate that facilitates the achievement of instructional objectives.

Suggestions

Educators are encouraged to optimize the implementation of reinforcement strategies, encompassing both positive and negative reinforcement, to enhance student participation in learning activities. The provision of rewards or the strategic removal of undesirable tasks can serve as effective tools in reducing off-task behavior. Moreover, the use of behavior contract-based individual counseling is recommended as an intervention for students exhibiting persistent behavioral challenges, as it supports students in understanding their academic responsibilities and diminishing disruptive conduct.

The sociodrama method may also be utilized to cultivate students' understanding of appropriate classroom behavior by simulating real-life situations, thereby heightening their awareness of positive behavioral norms. The development of self-control techniques should be prioritized to help students manage their attention and focus throughout the learning process, reducing the likelihood of distraction.

At the institutional level, schools must prioritize the creation of conducive and stimulating classroom environments, characterized by diverse instructional methods and strong teacher-led behavioral support. To ensure the effectiveness and sustainability of these interventions, it is essential for schools to offer professional development opportunities and training for teachers on classroom management and the application of innovative, engagement-oriented instructional practices.

BIBLIOGRAPHY

- Agustina, H. (2013). Dukungan Perilaku Positif Oleh Guru Untuk Mengurangi Perilaku Mengabaikan Tugas Pada Siswa Sma Negeri 3 Banjarmasin. *Jurnal Studia Insania*, 1(1), 75. <https://doi.org/10.18592/jsi.v1i1.1080>
- Eliza, R., & Neviyarni, N. (2020). Perilaku Siswa yang Tidak Dikehendaki (Off Task Behavior) dan Penanganan Konselor. *Syifaul Qulub: Jurnal Bimbingan Dan Konseling Islam*, 1(2), 76–89. <https://doi.org/10.32505/syifaulqulub.v1i2.2465>
- Hulu, J. J., & Laoli, J. K. (2023). Pengaruh Teknik Reinforcement Terhadap Perilaku Off-Task Behavior Siswa SMK Swasta Kristen BNKP Gunungsitoli. *Indo-MathEdu Intellectuals Journal*, 4(2), 743–753. <https://doi.org/10.54373/imeij.v4i2.270>
- Istiqamah, H., & Marhani, I. (2022). Mereduksi Off Task Behavior Dengan Sociodrama Reduce Off Task Behavior With Sociodrama. *Pedagogik Jurnal Pendidikan*, 17(2), 64–72.
- Ningsih, F., Santosa, B., Afrinaldi, A., & Syam, H. (2023). *Pengaruh Konseling Individual Dengan Teknik Kontrak Perilaku Terhadap Off Task*. 5, 4497–4504.
- Nuraeni, N., Gunawan, I. M. S., & Sarilah, S. (2022). Pengaruh Strategi Self Control Terhadap Perilaku Off Task Pada Siswa Smp. *Realita : Jurnal Bimbingan Dan Konseling*, 7(1). <https://doi.org/10.33394/realita.v7i1.5937>
- Sintiasari, D. P., & Mochamad, N. (2018). Konseling Individu Teknik Kontrak Perilaku untuk Mengurangi Perilaku Off Task Siswa Kelas VII-D SMP Negeri 2 Gresik. *Jurnal Mahasiswa Unesa*, 102–108.
- Anwar, F., & Lestari, A. (2021). Bermain peran sebagai intervensi untuk meningkatkan fokus belajar siswa. *Jurnal Pendidikan dan Inovasi Belajar*, 9(2), 77–84.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs: Prentice-Hall.
- Bruner, J. S. (1966). *Toward a Theory of Instruction*. Cambridge: Harvard University Press.
- Eliza, R., & Neviyarni. (2020). Perilaku siswa yang tidak dikehendaki (*off-task behavior*) dan penanganan konselor. *Jurnal Pendidikan Dasar Indonesia*, 7(2), 57–65.
- Fatimah, F. N. (2022). Penerapan teknik *self-control* untuk mengurangi perilaku *off-task* siswa kelas VIII di SMPN 1 Lengkong-Nganjuk. *Jurnal Inovasi Pendidikan*, 8(2), 123–130.
- Febrianti, Y. E., & Suhaili, N. (2021). Analisis perilaku *off-task* siswa. *Jurnal Pendidikan Menengah Pertama*, 3(1), 87–95.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- .

- Hafid, I., & Marhani, I. (2022). Mereduksi *off-task behavior* dengan sosiodrama. *Jurnal Bimbingan dan Konseling Sekolah*, 9(3), 102–115.
- Hidayat, A. R., & Nuraini, T. (2023). Pengaruh teknik token ekonomi terhadap perilaku belajar siswa di SMP Negeri 2 Lamongan. *Jurnal Psikologi Pendidikan dan Konseling*, 14(1), 56–65.
- Hulu, J. J., & Laoli, J. K. (2023). Pengaruh teknik *reinforcement* terhadap perilaku *off-task behavior* siswa SMK Swasta Kristen BNKP Gunungsitoli. *Jurnal Pendidikan dan Konseling*, 10(3), 123–130.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria: ASCD.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89.
- Ningsih, F. A., Santosa, B., Afrinaldi, & Syam, H. (2023). Pengaruh konseling individual dengan teknik kontrak perilaku terhadap *off-task behavior* remaja di Kampuang Bulaan Gadang, Kecamatan Banuhampu Kabupaten Agam. *Jurnal Konseling Pendidikan Indonesia*, 8(1), 45–53.
- Nuraeni, I. M. S., & Sarilah. (2022). Pengaruh strategi *self-control* terhadap perilaku *off-task* pada siswa SMP. *Jurnal Psikologi Remaja dan Pendidikan*, 10(1), 89–100.
- Putri, E., & Yarn, L. (2023). Mengatasi perilaku *off-task* pada siswa melalui pendekatan konseling *behavioral* di SMP Negeri 5 Bukittinggi. *Jurnal Konseling dan Psikologi*, 12(4), 98–110.
- Rahman, A. F., & Putri, R. (2022). Efektivitas sosiodrama dalam meningkatkan kesadaran siswa terhadap perilaku belajar positif. *Jurnal Psikologi Anak dan Remaja*, 7(1), 12–20.
- Rahayu, E., dkk. (2022). Pengaruh strategi *self-control* dalam menekan perilaku *off-task* siswa SD. *Jurnal Inovasi Psikologi Pendidikan*, 13(1), 65–73.
- Rohama, M., & Safithry, E. A. (2017). Layanan penguasaan konten dengan teknik sosial modeling untuk mengurangi perilaku *off-task* peserta didik. *Jurnal Pendidikan Dasar dan Menengah*, 4(3), 45–53.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185–211.
- Setiyowati, A. J., Indreswari, H., & Simon, I. M. (2019). Kemampuan guru SDN Karang Besuki II dan III Kota Malang dalam menangani perilaku siswa secara tepat. *Jurnal Penelitian dan Pengembangan Pendidikan Dasar*, 5(2), 89–98.

- Shofuhah, M., & Naqiyah, N. (2022). Perilaku siswa yang tidak diinginkan (*off-task behavior*) dan penanganan konselor di SDIT At-Taqwa Surabaya. *Jurnal Pendidikan Islam*, 14(2), 74–89.
- Sintiasari, D. P., & Nursalim, M. (2023). Konseling individu teknik kontrak perilaku untuk mengurangi perilaku *off-task* siswa kelas VII-D SMP Negeri 2 Gresik. *Jurnal Bimbingan Konseling*, 11(2), 56–63.
- Skinner, B. F. (1953). *Science and Human Behavior*. New York: Macmillan.
- Slameto. (2020). Belajar dan faktor-faktor yang memengaruhinya. Jakarta: Rineka Cipta.
- Tanjung, R. (2021). Hambatan implementasi konseling individual dalam mengatasi perilaku *off-task* siswa. *Jurnal Bimbingan dan Konseling Remaja*, 8(3), 45–54.
- Widiastuti, R., & Kurniasari, N. (2023). Pendekatan konseling *behavioral* untuk mengurangi perilaku *off-task* siswa SMA. *Jurnal Pendidikan dan Konseling Sekolah Menengah*, 8(2), 90–100.
- Winingsih, E. (2016). *Direct Behavioral Consultation (DBC)* untuk mengurangi perilaku *off-task* siswa Madrasah Ibtidaiyah. *Jurnal Psikologi Pendidikan*, 5(1), 32–41.
- Winarno, S. (2021). Variasi metode pembelajaran dan pengaruhnya terhadap motivasi siswa. *Jurnal Pendidikan Modern*, 15(4), 78–86.
- Zuhara, S. M., Rahmawati, & Handoyo, A. W. (2021). Pengaruh teknik token ekonomi terhadap perilaku belajar siswa untuk mengurangi perilaku *off-task*. *Jurnal Inovasi Pembelajaran*, 6(2), 102–111.