



THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS OF TEACHER BEHAVIOR ON BEHAVIORISTIC THEORY AND CREATIVITY WITH THE SOCIAL COMPETENCE OF MADRASAH TEACHERS IN AGAM REGENCY

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Abstract. This research aims to determine the "Relationship between Student Perceptions of Teacher Behavior and Behaviorist Theory and Creativity with the Social Competence of State Madrasah Tsanawiyah Teachers in Agam Regency." This type of research is quantitative research, namely research that focuses on studying objective phenomena to be studied quantitatively. The research sample will be chosen randomly (random sampling). Data were analyzed using SPSS 16.0 for Windows. The research results show that; (1) There is a correlation between students' perceptions of teacher behavior regarding behaviorist theory and teacher competence at MTsN in Agam Regency, which is declared to be proven to be true with a strong correlation level (0.600–0.799). (2) there is a correlation between students' perceptions of creativity and teacher competence at MTsN in Agam Regency which has been proven to be true with a moderate level of correlation (0.400 - 0.599). (3) The results of the analysis show that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) which states that there is a significant relationship between students' perceptions of teacher behavior towards behavioristic theory and creativity together with teacher competence at MTsN in Agam Regency is accepted and proven to be true.

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INTRODUCTION

Education is a conscious effort to prepare students through guidance, teaching and/or training activities for their roles in the future (Illahi et al., 2024; Safitri et al., 2023, 2024). Through quality education, the nation and state will uphold dignity before the world. In formal educational institutions or schools, teachers are an important component, they are actors in the education and teaching process (Andica et al., 2024; Sari et al., 2024; Umar et al., 2023). Professional educators are needed to realize the goals of national education, namely, to educate the life of the nation and develop humans as a whole (Apriady et al., 2024; Hambali et al., 2024; Sepriani et al., 2024). Teachers must be able to use certain strategies in using their methods so that they can teach appropriately, effectively and efficiently to help improve learning activities and motivate students to learn well (Ockta et al., 2024; Oktadinata et al., 2024; Pitnawati et al., 2023). Every teacher will have an influence on students, some of this influence occurs through education and teaching which is carried out intentionally, some also occurs unintentionally, the teacher is not even aware of it, through the teacher's style and various personality appearances (Alenezi, 2023; Suryanto et al., 2024). In the learning process, teachers tend to side with children who have high intellectual abilities and good behavior, while naughty children tend to be hated so that the child can become even more naughty due to the behavior they allow (Arfi et al., 2024; Marta et al., 2024; Safitri et al., 2024; Utama et al., 2025). This kind of teacher attitude is certainly not good, if it continues, it will disrupt the learning process.

Teachers are respected and imitated in that teachers are trusted because they are expected to always convey knowledge and skills that are beneficial to the lives of their students both academically and personally (Atridinal & Ockta, 2024). Teachers are expected to behave

in accordance with moral principles and local customs. For this reason, a second party is needed, namely the role of the teacher in monitoring the development of students' personalities, as well as providing examples of behavior that can foster and develop the morals and behavior of their students, able to create a generation of people with good personalities, as desired. The teacher's role includes instilling personality in students (Aljedaani et al., 2023; Leukel & Loibl, 2025). So, a teacher must have a good personality, because that is what determines his responsibility and duties to develop students' personalities, not destroy students' personalities. The teacher's personality or behaviorism will have a greater influence than his intelligence and knowledge, especially for students who are still growing. Therefore, a teacher must have positive qualities and avoid negative qualities in order to play his role in having a positive influence on his students. In line with the application of behavioristic theory which plays a role in helping the implementation of the teacher's teaching style with the stimuli provided, so that students participate in carrying out their duties as students (Pratama et al., 2024; Wang, 2024). Attitudes and behavior to obey the rules in the classroom and in the school environment emerge from within him. Attitudes and behavior in self-discipline are characterized by various initiatives, willingness, and the desire to obey rules. The attitude of students in obeying the rules to enforce discipline is born and created when there is an atmosphere created by the teacher, for example in school attendance, a teacher is present 1 hour before lessons start every day (Lee et al., 2024; Liu & Chen, 2022).

This will have a positive impact on students to follow in the footsteps of their teacher, because they don't want to be late and feel embarrassed by the teacher who is their role model. For this reason, a teacher has the task of developing student behavior so that they act well in accordance with the rules and norms that have been established in the class and school. In the teacher's efforts to educate and teach children in the classroom, the teacher must be able to demonstrate his authority and authority, meaning he must be able to control, regulate and control the child's behavior. The strongest factor with behavioristic theory is that teachers do not provide enough stimulus to increase students' interest. The stimulus in question is like putting into practice the new knowledge he has acquired into his daily behavior. The role of a teacher is very necessary in the teaching and learning process, including their creativity in learning so that it can have an influence in growing students' learning motivation. A teacher who is creative in teaching creates a positive impact on students, because students do not feel bored and can accept the lessons given. Creative teachers are able to innovate in learning in a creative and fun way so that they will get optimal student learning outcomes. In this way, good management of the teaching and learning process supported by teacher creativity will be able to achieve the desired goals. Teachers must compete in learning by providing ease of learning for all students, so that they can develop their potential optimally. Learning is a complex process and involves various interrelated aspects.

Then the teacher's teaching style in the behaviorist concept is still not well seen, for example teachers are impatient in teaching students and teachers are easily agitated when students argue in class. The role of teachers is very important in monitoring the development of students' personalities, as well as providing examples of behavior that can foster and develop the morals and behavior of their students, thereby creating a generation of people with good personalities, as desired. Good quality learning is accompanied by teachers who are creative in the learning process, while in the field teachers are still less creative in various things that support the learning implementation process. Apart from that, many teachers still rely on convergent teaching methods, thereby narrowing the opportunity to have creative ways of thinking in the learning process. The reality in the field is that teacher creativity is still low in the learning process, as evidenced by the fact that teachers often use the lecture method in explaining the material and are not accompanied by apperception of the learning material. The atmosphere in the classroom is also busy and not conducive to learning, many students are also less focused on the teacher's explanations. The class is less conducive during learning because the teacher does not attract students' attention with new things, thus allowing students to get bored while learning (observation results at MTsN Agam). The use of models, media and



learning resources in the learning process is necessary to create an effective and creative learning atmosphere. Therefore, in the learning process teachers should be skilled at creating a creative learning atmosphere.

Therefore, teacher competence and teacher creativity influence students' perceptions from an academic perspective. This could be an interesting option for further research because these three things should have a very strong relationship in the sense that the higher the level of social competence and teacher creativity, the higher also the learning achievements of students through student perceptions that they have observed during the teaching and learning process.

Some of the previous relevant research includes, first, research on students' social-emotional variables that affect academic performance, which focuses on students' internal factors, while this research highlights more students' perceptions of teacher behavior (Hachem et al., 2022). Second, the study on teacher efficacy and social perception in creative teaching focuses on teacher perception, while this study focuses on students' perception of teacher behavior (Fadhilah et al., 2022). Third, research on students' social-emotional competencies related to autonomy support, which does not link students' perceptions to teachers' behaviors (Al-Maroofof et al., 2022; Collie et al., 2024; Rahimi & Tafazoli, 2022). The fundamental difference of this study is the focus on students' perceptions of teacher behavior related to behavioristic theory and creativity, as well as its influence on the social competence of Madrasah teachers in Agam Regency.

Based on the background above regarding the correlation between teacher behavioristic theory, creativity and teacher competence, the author feels this is important to study in more depth. This study aims to examine the relationship between students' perception of teacher behavior related to behavioristic theory and creativity and the social competence of Madrasah teachers in Agam Regency. The main goal is to understand the extent to which student perceptions can affect the development of teachers' social competencies in the context of Madrasah education. Theoretically, this research is expected to enrich the literature on the influence of student perception on teacher behavior in the development of social competence, especially in the Madrasah environment. This research is also expected to contribute to expanding understanding of the relationship between behavioristic theory, teacher creativity, and teacher social competence. Practically, the results of this study are expected to provide insight for education policy makers, Madrasah heads, and teachers in improving their social competence through a better understanding of student perception. Thus, this research can be a reference in designing more effective training and teaching strategies for Madrasah teachers to improve social relationships with students and teaching quality.

RESEARCH METHODS

This research is a quantitative research with a correlational approach and is included in the ex post facto type. The purpose of this study is to determine the relationship between two independent variables, namely students' perception of the application of behavioristic theory and creativity, and one dependent variable, namely teacher competence. The research was conducted in MTsN 4, MTsN 5, and MTsN 9 Agam Regency. The population in this study is all grade VII students with a total of 500 people. The sample was determined by random sampling as many as 10% of the population, namely 50 students. The data used consists of primary data and secondary data. Primary data was obtained through the dissemination of questionnaires and field observations, while secondary data came from administrative data and school websites. The data analysis techniques used include descriptive analysis to describe the characteristics of the data, as well as inferential analysis to test the relationship between variables. The prerequisite tests carried out include a normality test using the Kolmogorov-Smirnov formula and a linearity test to find out whether the relationships between variables are linear. Hypothesis testing was carried out using Pearson correlation analysis to see the relationship between each independent variable and the dependent variable (hypotheses 1 and 2), as well as multiple correlation analysis to see the simultaneous relationship between variables (hypothesis 3). The interpretation of the relationship level correlation coefficient, ranging from very weak to very strong. The testing



was carried out with the help of the SPSS program. The acceptance criteria of the hypothesis is that if the calculated t value is greater than the t table and the significance value (sig) is less than 0.05, then H_0 is rejected and H_1 is accepted. Conversely, if t count is smaller than t table and sig is greater than 0.05, then H_0 is accepted and H_1 is rejected.

RESULT AND DISCUSSION

1. Analysis Prerequisite Testing

There are three prerequisites that must be met before carrying out data analysis, namely normality test, linearity test and multicollinearity test. This normality test aims to determine the distribution of data in the variables that will be used in the research. Good data to use in research is data that has a normal distribution. Normality tests were carried out on each variable, namely student perceptions of professional competence, student perceptions of teacher behaviorist theory, teacher creativity and teacher social competence. Normality tests were processed with *SPSS 16.0 for Windows* using the Kolmogorof-Smirnov technique. Data is normally distributed if the significance value is greater than 0.05 at the significance level $\alpha=0.05$. The normality test results for each variable can be seen in the [Table 1](#).

Table 1. Summary of Normality Test

Variable	Kolmogorov-Smirnov Z	Significant	Information
Behavioristic Theory of Teachers	1,032	0.237	Normal
Teacher Creativity	0.653	0.787	Normal
Teacher Social Competence	0.944	0.336	Normal

Based on the [Table 1](#), it is known that the significance value of all research variables is more than 0.05, so it can be concluded that all variables in this study are normally distributed.

The linearity test is intended to determine whether the relationship between the independent variable and the dependent variable is linear or not. The relationship between student perception variables regarding teacher behaviorist theory and teacher social competence has a linear form if the calculated F value is smaller than F table. Based on the results of calculations using *SPSS 16.0 for Windows*, the calculated F value is 0.886. Meanwhile, the F table with db = 25 versus 23 at the 5% significance level is 0.617. Based on this F table, it can be proven that the calculated F is smaller than the F table ($0.886 < 1.974$). So, it can be concluded that the form of relationship between student perception variables regarding teacher behaviorist theory and teacher social competence is linear. Based on the results of calculations using *SPSS 16.0 for Windows*, the calculated F value is 1.374. Meanwhile, the F table with db = 20 versus 28 at the 5% significance level is 0.216. Based on this F table, it can be proven that the calculated F is smaller than the F table ($1.374 < 2.052$). So, it can be concluded that the form of relationship between student perception variables regarding teacher creativity and teacher social competence is linear.

The [Table 2](#) shows that there is no multicollinearity between the independent variables, this is indicated by the Tolenrance and VIF values. Where the tolerance value produced by the variable Teacher Behavioristic Theory is $0.648 > 0.10$, Teacher Creativity is $0.648 > 0.10$ and the VIF value produced by Teacher Behavioristic Theory is $1.543 < 10$ and Teacher Creativity is $1.543 < 10$.

Table 2. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Behavioristic Theory of Teachers	0.648	1.543
	Teacher Creativity	0.648	1.543

2. Hypothesis test

After going through the analytical prerequisite tests, namely the normality test and linearity test, the hypothesis that has been proposed is then tested. The technique used to test the hypothesis in this research is single correlation and multiple correlation. The results of the



analysis using *SPSS 16.0 for Windows* show that the correlation coefficient value between behavioristic theory and the social competence of teachers at MTsN in Agam Regency, can be seen in [Table 3](#).

Table 3. Results of the r test

Variable	r-count	r-table
Perceptions of behaviorist theory and teacher competence	0.630	0.279

From this table it can be seen that $r \text{ count } (0.630) > r \text{ table } (0.279)$, so the null hypothesis in this study (H_0) is rejected and the alternative hypothesis (H_1) which states that there is a correlation between students' perceptions of behavioristic theory and the social competence of teachers at MTsN in the Regency. Agam was declared to be proven to be true with a strong correlation level (0.600–0.799). So it can be concluded that there is a correlation between behavioristic theory and teacher social competence.

The results of the analysis using *SPSS 16.0 for Windows* show that the correlation coefficient value of perceptions of creativity with the social competence of teachers at MTsN in Agam Regency, can be seen in [Table 4](#).

Table 4. Results of the r test.

Variable	r-count	r-table
Perceptions of creativity and teacher competence	0.485	0.279

From [Table 4](#) it can be seen that $r \text{ count } (0.485) > r \text{ table } (0.279)$, so the null hypothesis in this study (H_0) is rejected and the alternative hypothesis (H_1) which states that there is a correlation between student perceptions of creativity and teacher competence at MTsN in Agam Regency is stated proven to be true with a moderate level of relationship (0.400 - 0.599). So it can be concluded that there is a correlation between teacher creativity and teacher social competence.

The results of the analysis using *SPSS 16.0 for Windows* show that the correlation coefficient value of perceptions about behavioristic theory and creativity together with teacher competence at MTsN in Agam Regency, the R coefficient is 0.645a and the coefficient of determination (R^2) is 0.416. Next, find the value, from data analysis, the F_{reg} value is 16,730 and by using $db_{\text{reg}} = 2$ and $db_{\text{res}} = 47$, in the F table value, the F table value at the 0.05 significance level is 19,474. From these results it can be proven that the calculated F value ($16,730 > F \text{ table } (19,474)$). More details can be seen in [Table 5](#).

Table 5. Regression Analysis

Source	JK	db	R. K	F	F table 5%
Regression	756,153	2	378,077	16,730	19,474
Residue	1062,167	47	22,599		
Total	1818.320	49			

So the analysis above shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) which states that there is a significant correlation between students' perceptions of behavioristic theory and creativity together with teacher competence at MTsN in Agam Regency is accepted and proven to be true. So it can be concluded that there is a correlation between students' perceptions of behaviorist theory and creativity and teacher competence at MTsN in Agam Regency.

This study shows a significant relationship between students' perception of behavioristic theory and teacher creativity and teachers' social competence in MTsN Agam Regency. The results of this study indicate that the more positive the students' perception of the application of behavioristic theory carried out by the teacher, the higher the student's assessment of the teacher's social competence. This is in line with behavioristic theory that explains how stimulation provided by teachers can influence student behavior and create positive social relationships. Research by [Silveira-Zaldivar et al. \(2020\)](#) also shows that the effective application of behavioristic principles can strengthen social bonds between teachers and students, which has an impact on improving teachers' social competence. In addition, teachers' creativity also plays an important role in improving teachers' social competence. The results of

this study show that there is a moderate relationship between students' perception of teachers' creativity and teachers' social competence. Teachers who are creative in teaching not only develop methods that appeal to students, but also create an atmosphere that supports social engagement between teachers and students. This is in line with the findings of who stated that Vila et al. (2021) teachers who are creative in managing the learning process can strengthen social relationships with students, which has implications for improving their social competence.

Furthermore, the regression test showed that students' perception of behavioristic theory and teacher creativity simultaneously had a significant influence on teachers' social competence, with 41.6% of the variation in social competence being explained by these two variables. These findings confirm that a combination of behavioristic behavior management and creativity in teaching can create an environment that is not only effective in classroom management but also supports positive social relationships between teachers and students. This is inline with Rahimi & Tafazoli (2022) cognitive social theory, which emphasizes the importance of teachers' influence in shaping students' behavior and social skills. Overall, the results of this study make an important contribution in the field of education by showing how important it is to apply appropriate behavioristic theory and the development of teachers' creativity in improving their social competence. These findings are also consistent with previous studies that have underlined the importance of social aspects in education, although this research focuses more deeply on the role of teacher behavior and creativity in shaping students' perceptions of teachers' social competence. As a practical implication, this research can be a reference for teachers and policymakers to pay more attention to the application of behavioristic theory and the development of creativity in teaching to improve the quality of social relations between teachers and students.

CONCLUSIONS AND SUGGESTIONS

There is a correlation between students' perceptions of teacher behavior regarding behaviorist theory and teacher competence at MTsN in Agam Regency, which has been proven to be true with a strong correlation level (0.600–0.799). (2) there is a correlation between students' perceptions of creativity and teacher competence at MTsN in Agam Regency which has been proven to be true with a moderate level of correlation (0.400 - 0.599). (3) The results of the analysis show that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) which states that there is a significant relationship between students' perceptions of teacher behavior towards behavioristic theory and creativity together with teacher competence at MTsN in Agam Regency is accepted and proven to be true.

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