



Implementation of Behaviorism Learning Theories in Arabic Learning Planning

Isop Syafe'i¹, Ai Fitria Ulfah²

UIN Sunan Gunung Djati, Bandung

Email: isop.syafei@uinsgd.ac.id¹, aifitriaulfah07@gmail.com²

Abstract

The purpose of this research to know the theory of learning behaviorism through BF Skinner's thinking in planning Arabic learning. This research method is literature study with qualitative approach, data is extracted through literature study and analyzed through content analysis. The primary data source in this study is The Theories of Learning by Ratna Willis Dahar. While secondary data in this study were obtained from literature exploration related to the discussion. The results of the analysis show that the BF Skinner theory can be applied in Arabic learning planning that is the material being studied is analyzed up to the units organically, the subject matter is used a module system, learning evaluation must be notified to students, if incorrectly corrected and if properly strengthened, more tests emphasized for the sake of diagnostics, in education prioritizing changing the environment to avoid violations so as not to punish, prioritizing the needs that will lead to operant behavior, the behavior desired by educators are rewarded, the desired behavior is analyzed in small ways, increasingly reaching goals, implementing mastery learning is to learn the material thoroughly according to each time because each child has a different rhythm.

Keywords: Behaviorism; BF Skinner Theory; Arabic Learning Planning

Abstrak

Penelitian ini bertujuan mengetahui teori belajar behaviorisme melalui pemikiran BF Skinner dalam perencanaan pembelajaran bahasa Arab. Metode penelitian ini bercorak kajian kepustakaan dengan pendekatan kualitatif, data digali melalui studi pustaka dan dianalisis melalui analisis konten. Sumber data primer dalam penelitian ini buku Teori-teori belajar oleh Ratna Willis Dahar. Sedangkan data skunder dalam penelitian ini diperoleh dari eksplorasi literature kepustakaan yang terkait dengan pembahasan. Hasil analisis menunjukkan bahwa teori BF Skinner dapat diterapkan dalam perencanaan pembelajaran bahasa Arab yaitu bahan yang dipelajari dianalisis sampai pada unit-unit secara organis, materi pelajaran digunakan sistem modul, evaluasi

belajar harus diberitahukan kepada siswa, jika salah dibetulkan dan jika benar diperkuat, tes lebih ditekankan untuk kepentingan diagnostik, dalam pendidikan mengutamakan mengubah lingkungan untuk menghindari pelanggaran agar tidak menghukum, mementingkan kebutuhan yang akan menimbulkan tingkah laku operan, tingkah laku yang diinginkan pendidik diberi hadiah, tingkah laku yang diinginkan dianalisis kecil-kecil, semakin meningkat mencapai tujuan, melaksanakan mastery learning yaitu mempelajari bahan secara tuntas menurut waktunya masing-masing karena tiap anak berbeda-beda iramanya.

Kata Kunci: Behaviorisme; Perencanaan Pembelajaran Bahasa Arab; Teori BF Skinner

INTRODUCTION

Learning is a human activity that cannot be separated. Both in terms of formal or informal. Everyone always learns from what happens in life and fixes their shortcomings to live better.¹

In learning, the behavioral change will be a key indicator of how successful learning can be achieved. An understanding cannot be measured and known by other parties. So a learning process will find the context if what is already known can be shown in the form of indicators or signs that are known to other parties. An ability is not only in the form of thought processes. But it must go far beyond that to the abilities that are born from the struggle of the mind.²

Arabic is considered among students as a complex subject, because it consists of a variety of applied sciences that include four skills, so that requires competent teachers in mastering the material and class management, especially in learning planning that will be a reference to the learning process. Because so far, Arabic is still not much in demand by students compared to other language subjects. That is because Arabic is not yet well known and explored, and the assumption that Arabic is a complex science and difficult to learn.³

¹ Muh. Sain Hanafy, "Konsep Belajar dan Pembelajaran," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 2014, <https://doi.org/10.24252/lp.2014v17n1a5>.

² Khairul Anwar, "Problematika Belajar Dalam Perspektif Psikologi Pendidikan," *Jurnal Pelopor Pendidikan*, 2014.

³ Isop Syafe'i, and Dadan F Ramdhan, "Arabic Learning Model Development In Improving Reading Skill," *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 2019, <https://doi.org/10.18326/infsl3.v12i2.283-305>.

From this phenomenon, many factors are needed to foster an interest in learning Arabic. One way is to prepare Arabic learning plans to foster students interest in learning.

Learning planning is an effort to teach students.⁴ In this sense, there are teaching activities select, establish, develop methods, to achieve the expected teaching results. Learning planning is designed in the form of a Syllabus and Learning Implementation Plan (RPP) that refers to content standards.⁵

The syllabus is a reference for the preparation of learning frameworks for each subject matter study.⁶ While the learning plan is developed in detail from a particular subject matter or theme that refers to the syllabus and is developed in detail from a specific subject matter or theme that refers to the syllabus to direct student learning activities to achieve Basic Competence (KD).⁷

In planning Arabic learning means Arabic actually consists of various aspects of language such as grammatical, conversational, reading, writing and translating.⁸

The tendency of theories gives impetus for the development of learning foreign languages especially Arabic from time to time. Why do we need theory and not enough just with facts? The formulation of the theory is not only important but vital for psychologists and education, but to be able to develop and progress and solve problems found in every field.⁹

One well-known learning theory is the theory of behaviorism. The theory of learning behaviorism is a theory that studies human behavior. Behavior learning theory is a theory of learning to understand human behavior using an objective, mechanistic and materialistic approach, so that changes in behavior in a person can be done through conditioning efforts. This

⁴ Wina Sanjaya, "Perencanaan Dan Desain Sistem Pembelajaran," *Kencana, Prenadamedia Group*, 2015.

⁵ Tria Verika, "Perencanaan Pembelajaran," *Ilmu Tarbiyah "At-Tajdid*, 2015.

⁶ J. Melorose, R. Perroy, and S. Careas, "SILABUS," *Statewide Agricultural Land Use Baseline 2015*, 2015, <https://doi.org/10.1017/CBO9781107415324.004>.

⁷ Hansi Effendi, "Silabus Bahasa Pemrograman," in *Bahasa Pemrograman*, 2015.

⁸ "Penyusunan Rencana Pembelajaran Bahasa Arab Berdasarkan Kurikulum 2013 bagi Guru-Guru Bahasa Arab Madrasah Tsanawiyah Se-Kabupaten Kebumen," *Rekayasa*, 2016, <https://doi.org/10.15294/rekayasa.v14i1.7872>.

⁹ Susanto Ahmad, "Teori Belajar Dan Pembelajaran Di Sekolah Dasar," *Biomass Chem Eng*, 2013.

theory prioritizes observation, because observation is an important thing to see whether changes in behavior occur or not.¹⁰

According to this theory in learning what is important is stimulus and output in the form of response. The Stimulus is something that is given by the teacher to students, while the response is in the form of a reaction or student response to a given stimulus. The process that occurs between stimulus and response is not too much attention because it can not be measured, which can only be measured stimulus and response. Therefore what is given by the teacher (stimulus) and what is received by the student (response) must be observable and measured.¹¹

Among the thoughts of behaviorism figures namely Skinner is that every human being moves because he gets a stimulus from his environment. The system is called "the decisive way of working" (operant conditioning). The use of pleasant and unpleasant consequences to change behavior is called operant conditioning. This can be a major milestone that inspires behaviorism in viewing learning, including learning Arabic.¹²

The problem that the writer wants to explore in this study is what is the implementation of behavioristic theory in the study of B.F, Skinner's thoughts on Arabic learning planning so that in the end it can be formulated the implementation of behaviorism theory on Arabic learning planning.

RESEARCH METHODS

In this study, the author emphasizes more on the method of analysis of library research which is oriented to books relating to the discussion.¹³ The type of data used is qualitative data which is a series of observational data where each observation contained in the sample (or population) belongs to

¹⁰ Yoga Anjas Pratama, "Relevansi Teori Belajar Behaviorisme Terhadap Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah*, 2019, [https://doi.org/10.25299/al-thariqah.2019.vol4\(1\).2718](https://doi.org/10.25299/al-thariqah.2019.vol4(1).2718).

¹¹ Muhammad Yusup, "Hubungan Antara Teori Belajar Behaviorisme Dan Perubahan Perilaku Serta Implikasinya Dalam Pembelajaran," *Fikrah: Journal of Islamic Education*, 2018.

¹² Iskandar Wiryokusumo, "Behaviorisme, Kognivisme, dan Konstruktivisme : Teori Belajar dan Implikasinya Terhadap Pembelajaran," *Prospektus*, 2009.

¹³ Ary Gumanti, Yudiari, and Syahrudin, *Metode Penelitian Pendidikan, Jakarta: Mitra Wacana Merdeka*, 2016.

one of the categories.¹⁴ The data source in this study is divided into two, namely primary data sources and secondary data sources.¹⁵ The primary data in this study is the Theories of Learning by Ratna Willis Dahar. While secondary data in this study were obtained from literature exploration related to the discussion.¹⁶ In this research, the writer uses library research. As for the steps taken, including;¹⁷ (1) collecting and reading books relating to the theory of learning behaviorism and Arabic learning planning; (2) discuss theories that are relevant to the problem discussed; (3) gathering harmony between theories of learning behaviorism and planning Arabic learning; (4) conclude the implementation of the behaviorism theory of B.F studies. Skinner on planning Arabic learning. Analysis of the data in this study through data triangulation namely data reduction, data presentation, and concluding.

RESULTS AND DISCUSSION

Burrhus Frederic Skinner was born in Susquehanna, Pennsylvania, on March 20, 1904 and he died in Massachusetts on August 18, 1990 at the age of 86. Skinner is a famous American psychologist from the flow of behaviorism.¹⁸

He argues that every living thing must always be in the process of contact with its environment. In the process, living things receive certain stimuli or stimulants that make them act something.¹⁹

Skinner also explained that stimulants such as gifts, rewards are concepts from the S-R language acquisition model that can influence the frequency and intensity of a reaction to be greater in his theory called the law of effect (the law of influence)

Related to the Stimulus explanation-Responses about behavior

¹⁴ Prof.Dr. Sugiyono, metode penelitian kuantitatif, kualitatif,dan R&D, Alfabeta, cv. (2016).

¹⁵ James Danandjaja, "Metode Penelitian Kepustakaan," *Antropologi Indonesia*, 2014, <https://doi.org/10.7454/ai.v0i52.3318>.

¹⁶ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif Dan R & D.Bandung:Alfabeta.," *Metode Penelitian Kuantitatif, Kualitatif dan R & D.Bandung:Alfabeta.*, 2012, <https://doi.org/10.1017/CBO9781107415324.004>.

¹⁷ Sugiono P.D, *Metode Penelitian Pendidikan Pendekatan Kuantitatif.Pdf, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, 2014.

¹⁸ Wiryokusumo, "Behaviorisme, Kognivisme, dan Konstruktivisme: Teori Belajar dan Implikasinya Terhadap Pembelajaran."

¹⁹ Muh. Hizbul Muflihah, "Aplikasi Dan Implikasi Teori Behaviorisme Dalam Pembelajaran," *Khazanah Pendidikan*, 2009.

changes, according to Skinner, are incomplete to explain how organisms interact with their environment. For example in class. Someone solving a problem or completing a problem confirms the correct skills that a person is doing. Therefore, the key to understanding most of the behaviors or actions performed lies in understanding the interrelationship between the stimulus situation, the response, the organism, and the consequences of that response.²⁰

In his experiments on rats in a cage, he used a "*discriminatory stimulus*" (a sign to strengthen the response) such as buttons, lights, food transport. Besides that, he also used a "reinforcement stimulus", in the form of food.²¹

In this case, Skinner bases his theory on the principle that an action has a certain effect, the possibility that if the action is repeated has more effect or if it is abandoned that will increase. This term is called positive repetition if the action is not repeated so it is called negative reinforcement.²²

Behavior theory of operative habituation model pioneered by Skinner has a very broad and deep influence in the acquisition of language, both in obtaining the first language, or the acquisition of a second language. This model is a representation in the field of language acquisition and learning.²³

Types of stimulus²⁴

- a) Positive reinforcement: presentation of a stimulus that increases the probability of a response
- b) Negative reinforcement: limiting the unpleasant stimulus, which if stopped will result in a probability of a response
- c) Punishment: giving an unpleasant stimulus such as "contradiction or reprimand". Another form of punishment is a pleasant suspension of stimulus
- d) Primary reinforcement: stimulus to fulfill physiological needs
- e) Secondary or learned reinforcement
- f) Modification of teacher behavior: the teacher's treatment of students based on their pleasure interests

²⁰ Muflihin.

²¹ "Arsitektur Berwawasan Perilaku (Behaviorisme)," 2011.

²² "Arsitektur Berwawasan Perilaku (Behaviorisme)."

²³ Muflihin, "Aplikasi dan Implikasi Teori Behaviorisme dalam Pembelajaran."

²⁴ Muflihin.

There are some techniques in operant conditioning that can be carried out in the formation of behavior in learning as follows²⁵:

1) Shaping

This response technique is done by strengthening the organism every time it acts in the desired direction so that it masters to the desired direction until it no longer needs to strengthen the response. This process starts with setting goals, then analyzing assignments, steps in student activities, and reinforcement of the desired response.

2) Generalization and discrimination

Generalization is a reinforcement that is almost the same as the previous strengthening will be able to produce the same response.

3) Reinforcement schedule

The reinforcement schedule describes when and how a response was made. There are four ways of scheduling reinforcement "

- a) "Fixed ratio schedule", which is based on the presentation of learning material, where the reinforcement provider only provides reinforcement of response after a certain amount of response occurs.
- b) "Variable ratio schedule", which is based on the presentation of lesson material with reinforcement after some average responses.
- c) "Fixed interval schedule", which is based on a fixed unit of time between "reinforcement".
- d) "Variable interval schedule", giving reinforcement according to the first correct response after response errors.

Fixed ratio schedule, Skinner's first discovery of his research on mice. If a mouse hits the pedal three times, the mouse will get its food, maybe five times or twenty times. A fixed ratio schedule is the giving of something based on the presentation of lesson material, where the reinforcement provider only reinforces of the response after a certain amount of response occurs.²⁶

Variable ratio schedule, which is based on the presentation of lesson

²⁵ Muh. Hizbul Muflihah, "Aplikasi dan Implikasi Teori Behaviorisme dalam Pembelajaran (Analisis Strategis Inovasi Pembelajaran)," *Khazanah Pendidikan*, 2009.

²⁶ Douglas P. Field et al., "Preference Between Variable-Ratio and Fixed-Ratio Schedules: Local And Extended Relations," *Journal of the Experimental Analysis of Behavior*, 1996, <https://doi.org/10.1901/jeab.1996.66-283>.

material with reinforcement after the average number of responses.

A fixed time is a reinforcement given at the end of the time specified. For example, if the specified time is one minute, then the reinforcement given to the response appears after one minute. Time changes (variable interval) is if reinforcement is given at the end of the time specified, but the time specified differs based on the response that appears.²⁷

4) Intermittent strengthening

In this reinforcement is done by providing rewards for maintaining changes in behavior or positive responses that have been achieved by someone.²⁸

5) Modeling

Modeling is an individual's behavior or response which is done by copying behavior. Claritio provides a good example of how teachers use modeling to develop students' interest in English literature. He gave the example of reading an English book, sometimes laughing out loud, smiling, frowning, and so on to arouse interest.²⁹

Learning planning is a projection of what is done by the teacher during the teaching and learning process. Learning will be more optimal if the teacher first prepares a learning plan. learning planning is a systematic planning in a teaching to coordinate the components of learning which will be shared with students. Learning planning is the process of preparing subject matter, the use of instructional media, the use of teaching approaches and methods, and assessment in an allocation of time carried out at a certain time to achieve the specified goals.³⁰

Planning for learning Arabic too, the teacher must prepare Arabic language materials that are appropriate to what is needed by students.

²⁷ Ashley C. Glover Et Al., "Preference for Reinforcers Under Progressive- and Fixed-Ratio Schedules: a Comparison of Single and Concurrent Arrangements," *Journal of Applied Behavior Analysis*, 2008, <https://doi.org/10.1901/jaba.2008.41-163>.

²⁸ P Robert-jan Simons, "Competentie-Ontwikkeling: Van Behaviorisme Naar Constructivisme," *Opleiding En Ontwikkeling*, 2000.

²⁹ Jean Bélanger, "Images et Réalités Du Behaviorisme," *Philosophiques*, 2012, <https://doi.org/10.7202/203085ar>.

³⁰ Annisa Fitri, "Perencanaan Pembelajaran Kurikulum 2013 Pendidikan Anak Usia Dini," *Jurnal Ilmiah POTENSIA*, 2017, <https://doi.org/10.33369/jip.2.1>.

Likewise, the method that the teacher has prepared for the learning process.³¹

In broad outline, teaching planning functions as follows ³²:

1. Give the teacher a clearer understanding of the goals of school education and the relationship with teaching carried out to achieve that goal.
2. Helping teachers clarify thinking about the contribution of teaching to the achievement of educational goals.
3. Adding teacher confidence in the values of teaching given and the procedures given and the procedures used
4. Assist the teacher to recognize student needs, student interests, and encourage learning motivation.
5. Reducing the activities that are trial and error in teaching with the existence of a better curricular organization, the right method and save time.
6. Students will respect teachers who prepare themselves to teach according to their expectations.
7. Provide opportunities for teachers to advance their personal and professional development.
8. It helps teachers have a feeling of trust in themselves and self-assurance.
9. It helps teachers maintain the excitement of teaching and always provides up-to-date materials to students.

In the context of teaching and learning Arabic, planning can be interpreted as a series of processes to compile teaching materials, media, methods, approaches, and assessments within a certain time duration to reach the target. The existence of these components of Arabic learning planning becomes very important to do so that the learning components can be well organized.³³

Learning languages including Arabic is a process of imitation. Skills

³¹ Mohd Ismail Mustari et al., "Model Pengajaran Dan Pembelajaran Bahasa Arab," in *Seminar Antarabangsa Perguruan Dan Pendidikan Islam [SEAPPI2012]*, 2012.

³² Zawawi Ismail Et Al., "Pengajaran Bahasa Arab Sekolah Menengah," *Gema Online Journal of Language Studies*, 2011.

³³ Zulfiah Sam, "Metode Pembelajaran Bahasa Arab," *Nukhbatul 'Ulum*, 2016, <https://doi.org/10.36701/nukhbah.v2i1.16>.

achieved are the extent to which the language learned can be imitated and mastered, including meaning. Children and adults in each capacity can master the origin in language learning. Children master meaning early. While adults are more in control of the surface that begins in the memorization mechanism. For this reason, when learning Arabic takes place also requires a meaningful context. Not merely busy to see the function and purpose of Arabic.³⁴

Copying refers to practices that are already taking place in the community. Indian speakers will always move their heads when speaking because that is what they see in society. By trying to emulate what other community members have already done, this is an attempt to become part of that community. From the beginning when trying to imitate the words he heard from others, then also seen how the expression used when saying the language. That is hereditary understood even though it is not formally explained how the word when pronounced. Understanding what can be done and prohibitions in the community is also a learning process that takes place at the same time. Including the existence of consonants and phonemes in the mother tongue will be absorbed through interaction when communicating. When the mimicking process takes place, adequate training frequency is needed.³⁵

For a language not only is needed the ability to understand the structure but rather the use of language that is learned skillfully using it. When memorizing is done, the focus of the lesson is solely on cognitive abilities. This will even cause students to worry about using the language they learn. His ability always pushes to be afraid of using language. This is because the pattern he orientates is always to grammatical perfection. So the mastery of language must be passed with an assessment of how the objectives will be achieved. The focus of the learning stages to be passed is adjusted to the skills that will be mastered at the end of the program being run. Language learning becomes a step that must be planned. It cannot be done haphazardly and

³⁴ Zamri Mahamod Kamarul Shukri Mat Teh, Nik Mohd Rahimi Nik Yusoff, Mohamed Amin Embi, "Hubungan Penggunaan Strategi Pembelajaran Bahasa dengan Tahap Penguasaan Bahasa Arab," *Journal of Islamic and Arabic Education*, 2000.

³⁵ Aisah Binti Hasman, "Pengalaman Guru Bahasa Arab Menggunakan Teks yang Berbeza Jenis dalam Pengajaran Kemahiran Mendengar Peringkat Permulaan," *Persidangan Kebangsaan Pengajaran dan Pembelajaran Bahasa Arab 2012*, 2012.

without clear direction. A step-by-step program must be established so that the objectives to be addressed are clear from the start. With clarity like this, the learning process can be directed and can be carried out easily. Even a small program can have a big impact. Language learning at the madrasa mosque every Shubuh and Asr provides opportunities for students to practice their language skills. Even though it is only held for less than an hour each is still an exercise for students in productive language learning.³⁶

In general, Arabic learning activities are inseparable from various problems. The problems that often occur in learning Arabic can come from a variety of factors, including factors of students, teachers, inadequate media, inappropriate methods, and other factors. This is as expressed by Khasairi that Arabic learning often faces various obstacles that result in the learning outcomes achieved are not optimal. These constraints sometimes stem from factors that are less professional teachers, low initial student ability, inadequate learning media, inadequate learning material, a less supportive environment, and evaluation that is not on target. Thus a teacher should understand learning planning, especially learning Arabic which will be a benchmark for teaching students.³⁷

Discussion

From the discussion of Skinner's theory and Arabic learning planning, it can be taken several implementations of Skinner's learning theory in Arabic learning planning including³⁸:

- a) The material studied is analyzed up to the units organically
- b) The subject matter is used a module system
- c) Evaluation of learning must be notified to students, if incorrectly corrected and if correctly reinforced
- d) The test is more emphasized for diagnostic purposes

³⁶ Mastura Arshad and Kaseh Abu Bakar, "Penggunaan Strategi Pembelajaran Kemahiran Bertutur Bahasa Arab: Kajian di Pusat Asasi Uiam," in *Persidangan Kebangsaan Pengajaran dan Pembelajaran Bahasa Arab 2012 (PKEBAR'12)*, 2012, [https://doi.org/ISBN 978-967- 5478-49-9](https://doi.org/ISBN%20978-967-5478-49-9).

³⁷ . Al-Muslim Mustapa, Zamri Arifin, "Pengajaran dan Pembelajaran Bahasa Arab: Satu Tinjauan Literatur di Negeri Sembilan," *Persidangan Kebangsaan Pengajaran dan Pembelajaran Bahasa Arab 2012 (PKEBAR'12)*, 2012.

³⁸ Marcos Antônio Lopes, "Aspectos Teóricos Do Pensamento Histórico de Quentin Skinner," *Kriterion*, 2011, <https://doi.org/10.1590/S0100-512X2011000100010>.

- e) In education prioritizing changing the environment to avoid violations so as not to punish
- f) Prioritize needs that will lead to operant behavior
- g) The behavior that the educator wants is rewarded
- h) Desired behavior is analyzed in small ways, increasing in achieving goals
- i) Carry out mastery learning that is studying the material thoroughly according to each time because each child has a different rhythm. So that you go up or graduate from school in different times. The teacher's hard task with its complex administration.

From some of the application of BF Skinner's theory by proposing learning plans³⁹:

- Learning objectives

Learning objectives become the first aspect that must be prioritized by a teacher. If the teacher has determined the goals to be achieved by students, it means the teacher will also determine the material to be learned by students so as to achieve the goals.

Objectives are very important components in the learning system. Where do you want to take students? What should students have? Everything depends on the goals to be achieved. If likened, the goal is the same as the heart component in the human body system. Humans can still live without hands, have no eyes, but will not be able to live without a heart. Therefore, the goal is the first and foremost component.

- Teaching material

According to BF Skinner's theory, teaching materials must be arranged from the smallest units. Because teaching materials have an important position in the planning of learning Arabic. Because, good teaching materials will accelerate students to achieve their learning goals.

Four Arabic language skills that must be mastered by students namely Istima', Kalam, Qira'ah, and Kitabah skills must be mastered. Do not forget the Arabic language aspects that have been mastered will facilitate the four skills.

It is important to remember, to compile teaching material should pay attention to material that is suitable for daily life or in harmony with the

³⁹ Muflihini, "Aplikasi Dan Implikasi Teori Behaviorisme Dalam Pembelajaran."

culture of students. This will help students better understand what is learned.

- Teaching methods

In this case, learning is better centered on students. In order to know the developments that are owned by students.

- Resources for teaching

Teaching sources are selected from the right books and are suitable for use. But the environment is the most important source of teaching to support the mastery of Arabic.

- Assessment / Evaluation

This evaluation becomes the final stage whether students have development or not. If the results are positive then the teacher must provide reinforcement and if not still have to provide reinforcement to be able to learn more. Evaluation not only serves to see the success of students in the learning process, but also serves as feedback for teachers on their performance in learning management. Through evaluation we can see shortcomings in the use of various components of the learning system.

With the application of behavioristic theory in the planning of Arabic learning, it tries to modify behavior and customs to support the learning process. Skinner explained in the form that to learn language requires verbal behavior. At the same time also requires the existence of environmental conditions that are able to provide encouragement to continue active learning. It is the behavioristic view which then influences the planning and learning process of language which always requires an environment and special treatment. This is done solely to provide encouragement from the surroundings so that learning languages is easier to do. With environmental conditions, an atmosphere of learning will also be created. If that is available, students will naturally be encouraged to adjust to environmental conditions. If he cannot adapt, he will withdraw from the environment

Language learning involves mistakes and mistakes. In the context of learning, there will always be mistakes. This is equivalent to misjudgment, miscalculation, and incorrect assumptions. After getting information that is appropriate to the context but still there is a mistake, then this has shifted to being a mistake. It could be that the lesson starts with a mistake. In the next stage, learning from those mistakes and avoiding them at the same time is a

process for improvement. The existence of feedback, correction, and appropriate information is efforts to approach the desired goal. Language will always be considered right or wrong from the grammatical angle. A child will be given a correction based on the grammatical view adopted by an adult. When you get feedback, the child will give a response in the form of correction for correction until the language used is acceptable to other speech partners. Precisely when it does not make mistakes, then the stages in its path will not be comprehensive. Part of mistakes or mistakes become part of the study so that it can build a system of awareness of the language rules learned.⁴⁰

Conclusions

From Skinner's theory and Arabic learning planning, some implementations of Skinner's learning theory in planning Arabic learning include: the material learned is analyzed up to the units organically, the subject matter is used as a module system, learning evaluation must be notified to students, if wrong corrected and if properly strengthened, the test is more emphasized for diagnostic purposes, in education prioritizing changing the environment to avoid violations so as not to punish, prioritizing needs that will lead to operant behavior, the behavior desired by educators are rewarded, the desired behavior is analyzed small- small, increasingly achieve goals, carry out mastery learning that is studying the material thoroughly according to their respective time because each child has a different rhythm. So that you go up or graduate from school at different times.

Bibliography

- Ahmad, Susanto. *"Teori Belajar dan Pembelajaran di Sekolah Dasar."* Biomass Chem Eng, 2013.
- Al-Muslim Mustapa, Zamri Arifin, *"Pengajaran dan Pembelajaran Bahasa Arab: Satu Tinjauan Literatur di Negeri Sembilan."* Persidangan Kebangsaan Pengajaran dan Pembelajaran Bahasa Arab 2012 (PKEBAR'12), 2012.
- Anwar, Khairul. *"Problematika Belajar dalam Perspektif Psikologi Pendidikan."* Jurnal Pelopor Pendidikan, 2014.

⁴⁰ Muh. Hizbul Muflihini, "Aplikasi dan Implikasi Teori Behaviorisme dalam Pembelajaran," *Khazanah Pendidikan*, 2009.

- Bélangier, Jean. "Images et Réalités Du Behaviorisme." *Philosophiques*, 2012. <https://doi.org/10.7202/203085ar>.
- Danandjaja, James. "Metode Penelitian Kepustakaan." *Antropologi Indonesia*, 2014. <https://doi.org/10.7454/ai.v0i52.3318>.
- Effendi, Hansi. "Silabus Bahasa Pemrograman." In *Bahasa Pemrograman*, 2015.
- Field, Douglas P., François Tonneau, William Ahearn, and Philip N. Hineline. "Preference Between Variable-Ratio and Fixed-Ratio Schedules: Local and Extended Relations." *Journal of the Experimental Analysis of Behavior*, 1996. <https://doi.org/10.1901/jeab.1996.66-283>.
- Fitri, Annisa. "Perencanaan Pembelajaran Kurikulum 2013 Pendidikan Anak Usia Dini." *Jurnal Ilmiah POTENSIA*, 2017. <https://doi.org/10.33369/jip.2.1>.
- Glover, Ashley C., Henry S. Roane, Heather J. Kadey, and Laura L. Grow. "Preference for Reinforcers Under Progressive- and Fixed-Ratio Schedules: A Comparison of Single and Concurrent Arrangements." *Journal of Applied Behavior Analysis*, 2008. <https://doi.org/10.1901/jaba.2008.41-163>.
- Gumanti, Ary, Yudiar, and Syahrudin. *Metode Penelitian Pendidikan*. Jakarta : Mitra Wacana Merdeka, 2016.
- Hanafy, Muh. Sain. "Konsep Belajar dan Pembelajaran." *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 2014. <https://doi.org/10.24252/lp.2014v17n1a5>.
- Hasman, Aisah Binti. "Pengalaman Guru Bahasa Arab Menggunakan Teks Yang Berbeza Jenis dalam Pengajaran Kemahiran Mendengar Peringkat Permulaan." *Persidangan Kebangsaan Pengajaran Dan Pembelajaran Bahasa Arab 2012*, 2012.
- Ismail, Zawawi, Fakulti Pendidikan, Universiti Malaya, Ab Halim Tamuri, Nik Mohd, Rahimi Nik, Mohd Ala-uddin Othman, et al. "Pengajaran Bahasa Arab Sekolah Menengah." *Gema Online Journal of Language Studies*, 2011.
- Kamarul Shukri Mat Teh, Nik Mohd Rahimi Nik Yusoff, Mohamed Amin Embi, Zamri Mahamod. "Hubungan Penggunaan Strategi Pembelajaran Bahasa dengan Tahap Penguasaan Bahasa Arab." *Journal of Islamic and Arabic Education*, 2000.

- Lopes, Marcos Antônio. "Aspectos Teóricos Do Pensamento Histórico de Quentin Skinner." *Kriterion*, 2011. <https://doi.org/10.1590/S0100-512X2011000100010>.
- Mastura Arshad, and Kaseh Abu Bakar. "Penggunaan Strategi Pembelajaran Kemahiran Bertutur Bahasa Arab: Kajian di Pusat Asasi Uiam." In *Persidangan Kebangsaan Pengajaran Dan Pembelajaran Bahasa Arab 2012 (PKEBAR'12)*, 2012. <https://doi.org/ISBN 978-967- 5478-49-9>.
- Melorose, J., R. Perroy, and S. Careas. "SILABUS." *Statewide Agricultural Land Use Baseline 2015*, 2015. <https://doi.org/10.1017/CBO9781107415324.004>.
- Muflihin, Muh. Hizbul. "Aplikasi Dan Implikasi Teori Behaviorisme dalam Pembelajaran." *Khazanah Pendidikan*, 2009.
- Muh. Hizbul Muflihin. "Aplikasi Dan Implikasi Teori Behaviorisme dalam Pembelajaran." *Khazanah Pendidikan*, 2009.
- . "Aplikasi Dan Implikasi Teori Behaviorisme dalam Pembelajaran (Analisis Strategis Inovasi Pembelajaran)." *Khazanah Pendidikan*, 2009.
- Mustari, Mohd Ismail, Kamarul Azmi Jasmi, Azhar Muhammad, and Rahmah Yahya. "Model Pengajaran dan Pembelajaran Bahasa Arab." In *Seminar Antarabangsa Perguruan dan Pendidikan Islam [SEAPPI2012]*, 2012.
- P.D, Sugiono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif.Pdf. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, 2014.
- "Penyusunan Rencana Pembelajaran Bahasa Arab Berdasarkan Kurikulum 2013 bagi Guru-Guru Bahasa Arab Madrasah Tsanawiyah Se-Kabupaten Kebumen." *Rekayasa*, 2016. <https://doi.org/10.15294/rekayasa.v14i1.7872>.
- Pratama, Yoga Anjas. "Relevansi Teori Belajar Behaviorisme terhadap Pendidikan Agama Islam." *Jurnal Pendidikan Agama Islam Al-Thariqah*, 2019. [https://doi.org/10.25299/al-thariqah.2019.vol4\(1\).2718](https://doi.org/10.25299/al-thariqah.2019.vol4(1).2718).
- Sam, Zulfiah. "Metode Pembelajaran Bahasa Arab." *Nukhbatul 'Ulum*, 2016. <https://doi.org/10.36701/nukhbah.v2i1.16>.
- Sanjaya, Wina. "Perencanaan dan Desain Sistem Pembelajaran." *Kencana,Prenadamedia Group*, 2015.
- Simons, P Robert-jan. "Competentie-Ontwikkeling: Van Behaviorisme Naar Constructivisme." *Opleiding En Ontwikkeling*, 2000.

- Sugiyono. *“Metode Penelitian Kuantitatif, Kualitatif Dan R&D.* Bandung: Alfabeta. 2012.
<https://doi.org/10.1017/CBO9781107415324.004>.
- Sugiyono, Prof.Dr. metode penelitian kuantitatif, kualitatif,dan R&D, Alfabeta, cv. (2016).
- Syafe'i, Isop, and Dadan F Ramdhan. “Arabic Learning Model Development In Improving Reading Skill.” *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, 2019. <https://doi.org/10.18326/infl3.v12i2.283-305>.
- Verika, Tria. “Perencanaan Pembelajaran.” *Ilmu Tarbiyah "At-Tajdid*, 2015.
- Wiryokusumo, Iskandar. “Behaviorisme, Kognivisme, dan Konstruktivisme: Teori Belajar dan Implikasinya terhadap Pembelajaran.” *Prospektus*, 2009.
- Yusup, Muhammad. “Hubungan antara Teori Belajar Behaviorisme Dan Perubahan Perilaku serta Implikasinya Dalam Pembelajaran.” *Fikrah: Journal of Islamic Education*, 2018.

