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Arabic Language Learning Development Methods: Analysis of Behaviorism and Cognitivism Theory Approaches

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Abstrak

Maksud dan tujuan penelitian ini dilakukan adalah untuk menjelaskan teori pengembangan pembelajaran bahasa yang dapat digunakan pada pembelajaran bahasa Arab. Metode yang digunakan dalam penelitian ini adalah metode penelitian kepustakaan, dengan pendekatan deskriptif analisis. Data yang digunakan dalam penelitian ini adalah dengan merujuk pada bahan-bahan dokumentasi sebagai sumber primer, dan buku-buku metode ilmiah lainnya sebagai bahan pendukung (sekunder). Hasil penelitian ini menemukan bahwa dalam pembelajaran bahasa, terdapat dua teori yang saling membutuhkan dan melengkapi, yaitu teori bahasa dan teori pembelajaran. Pertemuan kedua teori tersebut melahirkan dua teori pembelajaran yang melandasi pembelajaran bahasa Arab. Diantara teori bahasa tersebut ada dua teori yang terkenal dalam pembelajaran bahasa Arab yakni teori behaviorisme dan teori kognitivisme. Teori behaviorisme dan teori kognitivisme mempunyai pandangan yang berbeda tentang pemerolehan Bahasa. Aliran behaviorisme lebih menekankan pada faktor-faktor eksternal dan teori kognitivisme lebih menekankan pada faktor-faktor yang bersifat internal.

Kata Kunci: *Pengembangan, Bahasa Arab, Behaviorisme, Kognitivisme.*

Abstract

The aim and purpose of this research is to explain the theory of language learning development that can be used in Arabic language learning. The method used in this research is the library research method, with a descriptive analysis approach. The data used in this research refers to documentation materials as primary sources, and other scientific method books as supporting (secondary) materials. The results of this research found that in language learning, there are two theories that need and complement each other, namely language theory and learning theory. The meeting of these two theories gave birth to two learning theories that underlie Arabic language learning. Among these language theories, there are two well-known theories in Arabic language learning, namely behaviorism theory and cognitivism theory. Behaviorism theory and cognitivism theory have different views on language acquisition. The behaviorist school places more emphasis on external factors and the theory of cognitivism places more emphasis on internal factors.

Keywords: Development, Arabic, Behaviorism, Cognitivism.

INTRODUCTION

One of the sciences that is very important in everyday life is Arabic, especially for us as Muslims who have been introduced from childhood to the Al-Qur'an and Al-Hadith because they were revealed in Arabic so we use Arabic. When learning Arabic, which is a foreign language in Indonesia and also a second language, this language is used as learning material, not as an introduction to lessons. Arabic is also the language of the Koran and the language that unites the Arab nation, Arabic is one of the official languages of the UN, thus Arabic has become very important for the Indonesian people as a member of the UN and as a country that has established close relations with countries that speak Arabic (Mustafa, 2011).

Now Arabic is taught at various levels of education, including elementary school, junior high school, high school and college, as a language that is rich with various rules, structures and vocabulary. In teaching, appropriate methods or strategies are needed so that the delivery of material can be optimal and as expected. A good Arabic language learning model is a learning model that has several criteria, including valid, practical and effective. Valid means the learning model is taken from strong theories. Practical means a learning model that can be developed and applied. Effective means a learning model whose results are in accordance with those given. Then a good learning model is also based on learning theories. The learning theories are Behaviorism, Nativism, Cognitivism, Functionalism and Constructivism theories (Alwasilah, 2011). This research only focuses on the theories of Behaviorism and Cognitivism. As a consideration, these two theories are

more important than other theories and have more impact on the development of Arabic language learning.

In essence, learning is a process of interaction carried out by teachers and students directly or indirectly, both face-to-face and using learning media. Learning is the mastery or acquisition of knowledge about a subject or a skill by study, experience or instruction or a change in a person caused by experience. Based on the explanation above, the author understands that Arabic is not only a second or foreign language that is not mandatory for everyone to learn, but Arabic is a language that can unite the nation because Arabic has become one of the official languages in various countries. Arabic has also been widely studied at various levels of education, from elementary school to university. However, at every level of education there are certainly various ways or models of teaching so that the material presented can be achieved. Apart from that, there are also problems in learning Arabic itself, namely that learning Arabic is less popular with students because the delivery of material is less interesting for students.

There has been a lot of previous research discussing Arabic Language Learning Development Methods. One of them is research conducted by M. Ritonga, H. Widodo, Munirah, and T. Nurdianto (2021) entitled *Arabic Language Learning Reconstruction as a Response To Strengthen Al-Islam Studies at Higher Education*. The results of the study proved that the reconstruction of learning objectives, materials, implementation, and evaluation systems is needed to realize Arabic language learning that can strengthen *al-Islam* at higher education.

Research that leads to a discussion of Behaviorism and Cognitivism theory is research conducted by Gunawan, M. Ainin, and U. Bahruddin (2021) entitled *The Acquisition of Speaking Skills for Students Based on The Behaviorism and Cognitivism theories*. The results of the research showed that, *first*, the situations in the speaking skills acquisition include the language instructional classes situation, the Islamic studies instructional classes situation, and the situation of using the language in the extra curricular and everyday life activities. In those situations, students interactively combined the use of both behaviorism and cognitivism theories, although the implementation of behaviorism principles is more dominant. Moreover, the implementation of both theories was highly supported by the language atmospheres in the classrooms and outside the classrooms, as well as the discipline enforcement in the language implementation. *Second*, the factors influencing the speaking skills acquisition process among others were the area and situation diversity for doing simulation (practice), imitation and repetitions, the availability of many areas and situations for practicing and building the habit, the presence of a mentor among students

, language atmosphere in the classroom, language atmosphere outside the classrooms, the presence of language role models, feedback and reinforcement, the implementation of discipline, court and monitoring board committee, motivation and self-confidence.

Based on the background and results of previous studies, researchers found that students' interest in learning Arabic is still low and students have not been able to participate actively and maximally in the learning process being carried out. For this reason, efforts are needed to increase students' interest and desire to learn. This is due to a lack of interest and a lack of teachers who use Arabic when delivering material, whereas when outside the classroom the students use more everyday language than Arabic. Thus, from the above background, the researcher was interested in carrying out this research.

RESEARCH METHODS

This research uses a qualitative approach from the perspective of education science. The approach is to conduct library research (Basrowi and Suwandi, 2008). This research was carried out based on the research objective, namely to describe in depth the empowerment of teachers in developing student entrepreneurship in Islamic boarding schools (Sandjaja and Heriyanto, 2011). The method used in this research is descriptive analysis method. The descriptive analysis method is a research method by collecting data according to the truth, then the data is compiled, processed and analyzed to provide an overview of the existing problem.

The data used in this research was collected by collecting documentation materials as primary sources, and other scientific method books as supporting (secondary) materials. Documents are a source of data used to complete research, whether in written form, monumental works, all of which provide information for the research process (Mukhtar, 2013). Next, to analyze the data, the author uses the Miles and Huberman model of data analysis, which is a data analysis activity that is carried out interactively and continues continuously until completion, so that the data is saturated. These activities consist of: data reduction, data display and verification (Satori and Komariah, 2014).

RESULTS AND DISCUSSION

A. Getting to Know Arabic and Learning Arabic

Learning according to law number 20 of 2003 concerning the national education system is the process of interaction between students and educators and learning resources in a learning environment. Meanwhile, according to Miarso, quoted by Indah Komsiyah, learning is an effort to deliberately manage the environment so that someone

can shape themselves positively in certain conditions (Miarso, 2012). Organizing learning is one of them the main task of the teacher. Learning can simply be interpreted as an effort to influence emotions, intellectually, and spiritually someone wants to learn at their own will (Nata, 1995). Through learning there will be a process of moral development religion, activities and creativity of students through interactions and learning experiences. Learning is a an effort to teach is an effort to direct students (Thohirin, 2005).

According to Oemar Hamalik, learning is a step composed combination includes human elements, facilities, equipment, and procedures that influence each other achieve learning goals (Hamalik, 1995). According to Nasution, learning is an activity of organizing or managing the environment as well as possible and connecting it with students so that the learning process occurs (Nasution, 1995). Meanwhile, according to Degeng, quoted in the study and learning book by M. Fathurrohman et al, learning is an effort to teach students. Learning focuses on "how to teach students" (Fathurrohman dan Sulistiyorini, 2012). Meanwhile, Abuddin Nata said that learning is an effort to guide students and create an environment that allows learning to learn (Nata, 1995). In essence, learning is an effort made by educators to teach students which ultimately results in changes in behavior.

While the definition of Arabic in *Al-Mu'jam al-Wasith* is stated, language is the sounds expressed by each community to convey their intentions (Mustafa dkk, 2004). According to Shaikh Mustafa al-Gulayayni, Arabic is the sentences used by Arabs to express their intentions or goals (al-Gulayayni, 1994). Arabic is a foreign language that has long been studied by generations of Muslims in the world. In Indonesia, language is studied from an early age, because the majority of people are Muslim, for which they have the Koran which was revealed in Arabic (Mustafa, 2011). Arabic in Indonesia, if we look at the symptoms of its use in society, could be a foreign language, it could also be a second language. For the environment and society in general, Arabic is a foreign language, because it is not the language of everyday communication. We can see this in Islamic schools in general, from kindergartens to universities.

Arabic is positioned as a foreign language, including its position in the curriculum. Another thing that can be used as an indicator of foreignness in schools is that Arabic is not used as the language of instruction, but as learning material (Alwasilah, 2011). So learning Arabic is an effort to teach students to learn Arabic with the teacher as a facilitator by organizing various elements to obtain the goal to be achieved, namely mastering linguistics and Arabic language skills, such as understanding Arabic language materials, making sentences in Arabic, etc. The elements in question include teachers, students, methods, media and infrastructure, and the environment.

Apart from that, learning Arabic also has a purpose. Learning objectives in general in Indonesia, which are called national education objectives, are explained in Law Number 20 of 2003, concerning National Education and Teaching Objectives. National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

From this formulation it can be understood that the main goal of education and teaching is to improve the quality of devotion to God Almighty. Humans are given basic abilities from birth, and through education it is hoped that these basic abilities will be further improved. In line with the formulation above, the Ministry of Religion explains that the general objectives of learning Arabic are: (1) to be able to understand the Koran and hadith as sources of Islamic law, (2) to be able to understand Islamic religious and cultural books written in Arabic, (3) to be able to speak and compose in Arabic, (4) to be able to use it as a tool to help other skills (supplementary), (5) to develop Arabic language experts, namely truly professionals (Departemen Agama, 1997).

Mahmud Yunus in his book *Special Methods for Arabic* says that the aim of studying Arabic is to understand and understand what is read in prayer, to understand reading the Koran so that you can take instructions and lessons from it, then you can study religious sciences. Islam from its original source which is in Arabic, and can speak Arabic to connect and communicate directly with Muslims abroad. Arabic is a modern language that has become a scientific language (Yunus, 1981). Based on the characteristics above, it can be understood that the objectives to be achieved in studying Arabic for both students and Muslims are: So that students have knowledge and skills in Arabic that enable them to understand the Koran and the hadith of the Prophet Muhammad as well as other books. others who speak Arabic. Basically, learning Arabic is directed towards achieving goals, namely long-term goals (general goals) and short-term goals (specific goals). Specific goals are an elaboration of general goals, because general goals are difficult to achieve without being specifically explained.

Learning Arabic is also very important for Muslims because everything that is said in prayer is in Arabic. To perform prayers solemnly, it is necessary to understand the meaning of what is being read. Without understanding the meaning of what is read, you can focus your attention on facing Allah SWT. Therefore, every Muslim must master Arabic and at least understand what is read in prayer so that attention can be focused. Likewise, for

people who master Arabic, it is easy for them to study all branches of religious knowledge making it easier to understand religious teachings and then transfer them to the minds of lay people and the students being taught.

B. Definition of Learning Methods

In the Kamus Besar Bahasa Indonesia (KBBI), a method is an orderly and well-thought-out way to achieve a goal, so that it is used to present learning materials in order to achieve teaching goals (Syharsono dan Retnoningsih, 2009). In article 1 of Law no. 20 of 2003 concerning the National Education system states that "Learning is the process of interaction between students and educators and learning resources in a learning environment." Learning according to Dimiyati and Mudjiono in Syaiful Sagala means that teacher activities are programmed in instructional design, to make students learn actively, which emphasizes providing learning resources (Sagala, 2010). In terms of learning, Sugiono explained that learning is an effort to teach students in which there are three main activities, namely planning learning, implementing learning planning, and evaluating learning outcomes (Sugiono, 2010). So learning is a process of deliberate action in an environment in which there are educators, students, and resources to carry out activities in certain situations.

According to Hamzah B. Uno "learning methods are ways that used by teachers to achieve learning goals" (Uno, 2008). So a learning method is the path a teacher takes to achieve learning goals with certain stages. Learning methods are the way educators provide lessons and the way students receive lessons during the lesson, either in the form of informing or generating. So the role of learning methods is as a tool to create a conducive teaching and learning process. When using a method, we should have some rationale for why we use that method. The principle of using the method used serves to strengthen what we do, so that we have a strong reason for using a particular method. The method chosen by educators should be an appropriate method, a method that does not conflict with the learning objectives or competency standards and basic competencies that have been established in the RPP.

Specifically for teaching methods in the classroom, the effectiveness of a method is influenced by objective factors, student factors, situation factors, and the teacher's own factors. By having general knowledge about the nature of various methods, a teacher will more easily determine the most appropriate method in specific teaching situations and conditions (Arindawati dan Huda, 2004). The choice of certain methods in learning aims to provide the best possible way for the implementation and success of learning operations. Meanwhile, in other contexts, methods can be a means of finding and testing data needed

for the development of a scientific discipline. In this case, the method aims to facilitate the learning process and results so that what has been planned can be achieved and as well as possible.

In connection with this, Ahmad Tafsir stated that many people translate or equate the meaning of method with method. This is not entirely wrong. Indeed, method can also be interpreted as method. To find out the meaning, look at the use of the word method in English. In English there are the words 'way' and 'method', these two words are often translated as way in Indonesian. Actually, what is more appropriate to be translated as method is the word 'way', not the word 'method'. Method is a term used to express the meaning of "the most appropriate and quick way of doing something". The phrase "most appropriate and quickest" is what differentiates 'method' from 'way'. Because method means the most appropriate and fastest way, the sequence of work in a method must be calculated truly scientifically (Tafsir, 2004).

From the explanation above, it can be seen that in essence the method aims to deliver learning towards certain ideal goals quickly and precisely according to what we want. Therefore, there is a general principle in the functioning of the method, namely the principle that learning can be carried out in an atmosphere that is fun, encouraging, full of encouragement and motivation so that the learning material becomes more easily accepted by students. The many methods offered to experts as found in educational books are more of an attempt to make things easier or find a way that best suits the mental development of students in undergoing learning.

The use of one or several methods has the following conditions which must be taken into account: a) The teaching method used must be able to arouse students' motives, interest or passion for learning; b) The method used must be able to guarantee the development of students' personality activities; c) The teaching method used must be able to provide opportunities for students and make them work; d) The method used must be able to stimulate students' desire to learn further, explore and innovate; e) The teaching method used must be able to educate students in self-study techniques and how to acquire knowledge through personal effort; f) The teaching method used must be able to eliminate verbal presentations and replace them with real and purposeful experiences or situations; g) The teaching methods used must be able to instill and develop the main values and attitudes expected in good working habits in everyday life (Ahmadi dan Joko Tri Prasetyo, 1997).

Thus it is clear that the method is very functional in conveying learning material. It also needs to be taken into consideration that there is material relating to the active and

psychomotor dimensions, and there is material relating to the cognitive dimension, and all of these require different methods to achieve all of the learning objectives. And with the method, it is hoped that various student learning activities will grow in connection with the teacher's teaching, in other words, educational interactions will be created between teachers and students. In this interaction the teacher plays the role of mover or guide, while the students play the role of recipient or being guided. This interaction process will run well if students are more active compared to their educators. For example, using learning methods that make students learn by thinking, moving and so on.

C. Development of Arabic Language Learning: Between Behaviorism and Cognitivism Theories

In language learning, there are two theories that cannot be used apart from each other. Namely language theory and learning theory. Then the meeting of these two theories gave birth to language learning theory. In language theory there are two theories, namely the structural theory pioneered by Ferdinand De Saussure and the generative transformative theory pioneered by Chomsky. Meanwhile, in learning theory there are two well-known theories, namely behaviorism learning theory and cognitivism learning theory (Rosyidi, 2011).

The development of methods in teaching Arabic is based on an approach, where the approach itself has a meaning that has assumptions and is closely related to the nature of the Arabic language and Arabic language teaching and language learning. Linguistic theory has a very important role in providing information about the ins and outs or depth of Arabic language knowledge, about the nature of how a language will be studied or taught with the method or learning method used. In the development of learning, there are two streams (1) linguistics which prioritizes concentrating thinking on language analysis. (2) structuralism which emphasizes the outer form of language compared to the inner meaning of language and the second school is the generative-transformative school which gives balanced attention to the outer form of language and the inner meaning of language.

There are several learning theories that underlie learning Arabic. Among these language theories, there are two well-known theories in Arabic language learning, namely behaviorism theory and cognitivism theory.

1. Behaviorism Theory

Behaviorism theory is a set of principles that are based on certain events in the real world. Meanwhile, behaviorism is a word that comes from English which means behavior. Then it ends with ism which means this school in psychology and the object

of research is something that can be seen, namely behavior that appears to be observed (Kusuma, 2016). This theory emphasizes the relationship between stimulus and response which can be observed through the five senses and has an influence on language learning theory (Dardjowidjojo, 2005).

Behaviorism theory emphasizes aspects of linguistic behavior that can be directly observed and the relationship between stimuli and reactions. Arabic behavior can be said to be effective if it reacts appropriately to stimuli. This becomes a habit, if this reaction is justified, it will enable students to learn their first language. This theory views that humans are greatly influenced by various events in their environment because that environment provides various experiences. Behaviorism emphasizes what can be seen, namely behavior, and pays less attention to what happens in the mind because it cannot be seen. Behaviorism is basically all experiences from observations and structures in society which will ultimately become our behavior. This theory always assumes humans, that human behavior is considered like machines, which are always in contact with each other, humans are considered to be hedonistic, that is, they always seek pleasure and avoid losses (Arindawati dan Huda, 2004).

According to this theory, all behavior, including reactions (response) is caused by a stimulus. If the stimulus has been observed and known then the response movement can be predicted. Watson also firmly rejected the influence of instinct and consciousness on behavior. So every behavior can be studied according to the stimulus - response relationship. According to Skinner, verbal behavior is behavior that is controlled by its consequences. If the result is a reward, the behavior will continue. Its strength and frequency will continue to be developed. If the result is punishment, or if there is a lack of reinforcement, the behavior will be weakened or will slowly be eliminated. Apart from that, humans are basically like robots, where the environment regulates and controls them. From this explanation, it can be concluded that humans live to think, but humans live not only as creatures who think, because humans also try to determine their own identity to achieve what they desire (Ahmadi dan Prasetyo, 1997).

The implication of this theory is that teachers must be careful in determining the types of rewards and punishments. Teachers must really know what their students like. Punishment should really be something the child doesn't like, and conversely the reward should be something the child really likes. Don't let children who are given a gift think of it as punishment or vice versa, what the teacher thinks is punishment for students is considered a gift. Certain responses or behaviors arise as a result of

habituation and training methods. Learning according to the behaviorist school is the formation of associations between impressions captured by the five senses with a tendency to act or as a result of a stimulus and response relationship. Thus, whatever is given by the teacher and whatever is produced by the students must all be able to be observed and measured with the aim of seeing changes in behavior.

2. Cognitivism Theory

Cognitivism theory assumes that the success of the learning process places more emphasis on internal factors (within humans). Because every human being has the ability to learn language that is innate from birth. Then this innate ability is called LAD (*language acquisition device*). Cognitivism theory develops its theory based on the following assumptions: first is every human being have language acquisition tools so that language skills are creative and determined by internal factors, second is that learning is not just a habitual process but is full of awareness and meaning, third is that students work with the resources that exist within them (the existence of cognitive structures, emotions, experiences) (Fachrurrozi, 2016).

According to this theory, language development must be based on or derived from more fundamental and more general developments and changes in human cognition. Thus, the sequence of a child's cognitive development will determine the sequence of his or her language development. According to this school, we learn due to our ability to interpret events or occurrences that occur in the environment.

The starting point of cognitive theory is the assumption of children's cognitive capacity in finding structures in language heard all around him. Understanding, production and comprehension of language in children is seen as the result of children's cognitive processes which are continuously changing and developing. So the stimulus is input for the child which is processed in the brain. In the brain, internal mental mechanisms occur which are regulated by cognitive regulators, then emerge as a result of cognitive processing. It can be argued that the cognitive approach explains that: a) In learning language, how we think; b) Learning occurs and internal mental activities within us; c) Learning a language is a complex thought process.

Laughlin in Kusuma (2016) believes that in learning language a child needs a process of control in interacting with the environment. The cognitive approach to language learning emphasizes understanding, mental processes or regulation in acquisition, and views the child as someone who plays an active role in the language learning process.

The theory of cognitivism emerged as a response to behaviorism, starting with the publication in 1929 by Bode, a Gestalt psychologist. He criticized behaviorism for its reliance on observed behavior to explain learning. The Gestalt view of learning is expressed in learning concepts called theories cognitivismef. Two keys to the cognitive approach are that a memory system is an active and organized information process; Prior knowledge plays an important role in learning. In this case, cognitivism theory looks at the things behind behavior to explain brain-based learning. The main difference between Gestalt and behaviorism lies in the location of control over learning activities. For Gestalt, it lies in the individual learner, while for behaviorists it lies in the environment (Sugiono, 2010).

Cognitive learning theory emphasizes the learning process rather than learning outcomes. This theory emphasizes that a person's behavior is determined by his perception and understanding of situations related to his learning goals. According to cognitive theorists, human behavior is influenced by mental processes such as motivation, gaps, interests, beliefs and perceptions. It is the mental process that actually precedes the behavior real. According to cognitive theory, learning does not just involve the relationship between stimulus and response, more than that, learning involves a very complex thinking process (Uno, 2008).

It is important to understand that the two main ideas of cognitivism are information processing theory and schema theory. According to the cognitive view, in relation to information processing theory, an important element in learning is the knowledge that each individual has in accordance with their learning situation. What students know determines what they pay attention to, perceive, learn, remember or even forget (Raosyidi, 2011).

Based on the explanation of language learning theories, it can be said that each theory underlies language learning methods. Meanwhile, the learning method developed for Arabic language learning adheres to the theory of behaviorism and cognitivism theory. Behaviorism theory aims to eliminate feelings of tension in students following the learning process, therefore children can learn actively during learning activities. Meanwhile, cognitivism theory has the aim of being able to complete language by providing responses and stimuli to students so that students can carry out learning activities habitually. This is in accordance with the opinion of Richards and Rogers. Psychological factors that hinder learning activities are shame and stress, the higher the stress, the lower the quality of learning. Therefore, for students to be successful in learning a language, stress must be eliminated (Fachrurrozi, 2016).

CONCLUSION

The application of the Arabic language learning method will not work effectively and efficiently as a medium of introduction to teaching material if the application is not based on adequate knowledge about the method. So, the method will become an obstacle to the teaching process, not a component that supports the achievement of goals, if it is not applied correctly. Therefore, it is very important to understand properly and correctly the characteristics of a method. In essence, the method aims to deliver learning towards certain ideal goals quickly and precisely according to what we want. Therefore, there is a general principle in the functioning of the method, namely the principle that learning can be carried out in an atmosphere that is fun, encouraging, full of encouragement and motivation so that the learning material becomes more easily accepted by students. The many methods offered to experts as found in educational books are more of an attempt to make things easier or find a way that best suits the mental development of students in undergoing learning. Thus it is clear that the method is very functional in conveying learning material. It also needs to be taken into consideration that there is material relating to the active and psychomotor dimensions, and there is material relating to the cognitive dimension, and all of these require different methods to achieve all of the learning objectives. And with the method, it is hoped that various student learning activities will grow in connection with the teacher's teaching, in other words, educational interactions will be created between teachers and students. In this interaction the teacher plays the role of mover or guide, while the students play the role of recipient or being guided.

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