Application of B.F. Skinner's Behaviorism Theory in Learning Maharah Qira'ah at UMALA

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Abstract:

Maharah qira'ah is considered difficult because it is a demand as an Arabic learner to analyze the meaning of a text. The purpose of the study is to identify the application of Behaviorism Theory in learning maharah qira'ah at UMALA and explore the contribution of behaviorism theory to learning maharah qira'ah at UMALA. This is qualitative field research, with the data collected from documentation, observation, and interview with students and lecturers at UMALA. Researchers also triangulate methods and data sources as a test of data validity and the presentation of the data is descriptive. The results showed that B.F. Skinner's behaviorism theory can be applied by Positive Reinforcement, Negative Reinforcement, and shaping techniques. There are six indicators of achievement of this theory, namely students can read the text with correct reading and intonation, students are able to understand the reading correctly, students can understand Arabic sentences, students can translate the reading correctly, students can understand the reading position of each word, and students are able to understand the main sentence of the reading text. While there are two unsuitable indicators of achievement i.e. being burdened with grammar and translation and unable to retell in their own language.

Keywords: Behaviorism Theory, Skinner, Maharah Qira'ah

Introduction

There are practitioners or language teachers who are quite allergic to theory, it is still necessary to listen to what Stern stated that "good teaching practice is based on good theoretical understanding".[1] In fact, in discussing language learning, Stern said that the theory was implicit in the form of language teaching practice. The psychological theory of language learning asserts that people who learn language must experience a process of stimulus response *(al-mutsîr wa alistijâbah)*.[2] The learning theory of behaviorism became a role model for teachers and educators in the learning process because B.F Skinner's theory had a strong influence on its development. In learning programs such as teaching machines, modules, programmatic learning and others, all are based on the concept of stimulus response relationships to prioritize reinforcing factors that become learning programs according to the theory of behaviorism that has been proposed by Skinner. Controlling the stimulus and

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[1] H.H. Stern, Fundamental Concepts of Language Teaching (Oxford: Oxford University Press, n.d.).
[2] Rifqi Aulia Rahman, Chairani Astina, and Nurul Azizah, "Kurikulum 'Merdeka Belajar-Kampus Merdeka' Di PBA UNSIQ Jawa Tengah: Studi Integrasi Nilai Humanistik Dan Kearifan Lokal," Taqdir 7, no. 2 (2021): 165–79.

learning environment is the task of the teacher to experience changes to approach the goals.[3]

Whatever the form of learning, everything will not be separated from the influence of the environment.[4] Therefore, Skinner wrote in his book "*Velbal behavior*", that every movement could have affected other organisms. "*Any movement capable of affecting another organism*". This theory is very popular, often called behaviorism. All beings have something in common in the process of learning (including learning languages), as well as their actions, and Skinner believes this.[5] Reading skill or *maharah qira'ah* is considered difficult, because it is a requirement for Arabic learners to have the ability to read Arabic texts without any *harakat* or punctuation.[6] Abdul hamid et al. also mentioned that reading skill in Arabic involves reason and mind, not just sounding letters.[7] Therefore, if there is someone who wants to understand Arabic text, he/she must master grammar in Arabic namely *nahwu* and *sharf*. Without both, that person will not be able to understand the text.[8]

Language skills can be mastered by humans gradually. Since the human being was born, simultaneously mastery of language skills occurs, including biological factors, social environmental factors, intelligence factors, and also motivational factors.[9] The theory of behaviorism lies in social environmental factors, namely external influences as Stimulus in the learning process. Skinner was a pioneer of behaviorism, stating that each child is born with learning potential that is innate from birth, an environment that shapes individual behavior for learning language, the formation of language behavior through the reinforcement of responses that arise from certain Stimulus, and the formation of complex language behavior formed from progressive choices or narrowing of responses and their reinforcement is positive.[10]

Several literature reviews *maharah qira'a*h and the theory of behaviorism. A study "Implementasi Pembelajaran Maharoh al-Qira'ah Al 'Arabiyyah berbasis Linguistik Intelligences" by Mohammad Sofi Anwar[11] found that applying linguistic intelligence could be with *al-qira'ah al-mukaṣṣafah* and *al-qiro'ah al-muwassa'ah*. This makes us realize that the omnipotent ability of *qira'ah* must be supported by linguistic intelligence that has a special advantage compared to other intelligences. A study by Khambali et al.[12] entitled "Pengaruh Model Pembelajaran Kooperatif dan Gaya

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[3] C.Asri Budiningsih, Belajar Dan Pembelajaran (Jakarta: PT. Rineka Cipta, 2005).

[4] H.R. Taufiqurrochman, Leksikologi Bahasa Arab (Malang: UIN Malang Press, 2008).

[5] Alif Cahya Setiyadi Dan Mohammad Syam'un Salim, "Pemerolehan Bahasa Kedua Menurut Stephen Krashen," At-Ta'dib 8, no. 2 (2013), https://doi.org/10.21111/at-tadib.v8i2.504.

[6] Ahmad Izzan, Metodologi Pembelajaran Bahasa Arab (Bandung: Humaniora, 2011).

[7] Abdul Hamid Dkk, Pembelajaran Bahasa Arab: Pendekatan, Metode, Strategi, Materi, Dan Media (Malang: UIN Maliki Press, 2008).

[8] Izzan, Metodologi Pembelajaran Bahasa Arab.

[9] Gumono Staf pengajar Program Studi Pendidikan Bahasa, Sastra Indonesia, and dan Daerah FKIP, "Pengaruh Stimulus Terhadap Pemerolehan Bahasa," Jurnal Bahasa, Sastra, Dan Budaya 1, no. 1 (2021): 1–13, https://ejurnal.ung.ac.id/index.php/JBSP/article/view/10174.

[10] Liesna Andriany, "Pengaruh Stimulus Terhadap Pemerolehan Bahasa Anak Prasekolah," Linguistik Indonesia 27, no. 1 (2017): 81–95.

[11] Mohammad Sofi Anwar, "IMPLEMENTASI PEMBELAJARAN MAHARAH AL QIRO'AH AL ARABIYYAH BERBASIS LINGUISTIC INTELLIGENCES," in Konferrensi Nasional Bahasa Arab (Konasbara)VII (Malang, 2021), 857–72.

[12] Khambali Zainal Rafli, Yumna Rasyid, "PENGARUH MODEL PEMBELAJARAN KOOPERATIF DAN GAYA BERPIKIR TERHADAP HASIL BELAJAR QIRO'AH," Dirasat: Jurnal Studi Islam & Peradaban 14, no. 01 (2019): 66–87, https://doi.org/10.24114/jtp.v12i2.15229.

berfikir Terhadap Hasil Belajar Qiro'ah" revealed that thinking styles as early as possible can help the right learning model to improve *qira'ah* learning outcomes. Study conducted by Muhammad Sha'dullah Fauzi et al. also reviewed similar aspect. However, the studies have not specified each Arabic skill, thus, will be the novelty of this study. The current one measures achievement in *maharah qira'ah* based on the theory of behaviorime Language Acquistion Theory in Arabic Online Learning (Skinner's Behaviorism Perspective).[13] This study is a literature review whose references are from related articles, so the findings are less concrete in measuring the success of behaviorism theory in Arabic language learning in general because it is not specified for each Arabic skill.

From several previous studies it is proven that the theory of behaviorism has never been applied in qira'ah learning. This research can be applied by all teachers of qira'ah by using stimulus responses. If the stimulus is strong, it will get a stronger response as well. The formulation of the problem in this study is, 1) how is the application of Behaviorism Theory in learning qira'ah at UMALA? 2) how is the theory of behaviorism contributes to the learning of qira'ah at UMALA?

Research Methods

This is a qualitative field research. It describes findings from the field on Arabic language learning in the Qira'ah maharoh at UMALA by applying B.F. Skinner's Theory of Behaviorism. The data collection instruments are documentation, observation and interviews with students and teaching lecturers at UMALA. The data collection instruments are documentation, observation and interviews with students and teaching lecturers at UMALA. And researchers also used triangulate methods and data sources as a test of data validity and the presentation of data is descriptive.[14]

Results and Discussion
Application of B.F. Skinner's Behaviorism Theory in Learning the Supreme Spirit of Qira'ah at UMALA

B.F. Skinner's theory of behaviorism emphasizes that human behavior can be learned through direct observation of responses that occur as a result of external stimulus. In the context of language learning, this theory can be used to understand how students acquire Arabic language skills through learning Maharah Qira'ah at UMALA. The following table of stimulus and response processes in maharah qira'ah learning:

Table 1. Analysis of Behaviorism Theory in Qira'ah Supreme Learning

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[13] Muhammad Sya'dullah Fauzi, Adik Laila Fitri Nawangsari, and Moh. Faza Rosyada, "The Role of Language Acquisition Theory in Arabic Online Learning (Skinner's Behaviorism Perspective)," Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature 5, no. 1 (2022): 75–86, https://doi.org/10.22219/jiz.v5i1.19648.

[14] Sugiyono, Metode Penelitian Dan Pengembangan: Research and Development Untuk Bidang Pendidikan, Manajemen, Sosial, Teknik (Bandung: Penerbit Alfabeta, 2022).
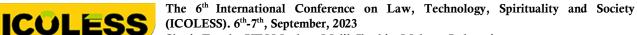
No	Qira'ah Learning Activities	RPS Document and Learning Process	Stimulus	Response	Analysis of the Theory of Behaviorism
1.	Initial Activities	Greeting	*Assalamulaikum Wr.Wb, kayfa halukum*	*Wa'alaikumusslam Wr.Wb, Alhamdulillah bil-khir ustadz*	Lecturers greets and gives mood booster at the beginning of the lecture *(Positive Reinforcement)*
			Man la tahdur alyaum	*Fulān la tahdur*	
			Man kāna marīd	*Fulānah marīdh*	
		Reviewing previous material by questioning	*Māza darasnā fil mādi*	*'an mafhūmil Qirā'ah ustā z*	Lecturer reviews previous material *(Positive Reinforcement)*
			Fahimtum mā darasnā fil mād	*Alhamdulillah fahimna ustaz*	
			Hal 'indana al-wājibah	*Na'am ustaz*	
			Mā hiya	*Lāzim nahmil al-nas al-'arabiy*	Lecturers smile because students recall their assignments *(Positive Reinforcement)*
2.	Main Activities	Menyampaikan materi dan berdiskusi	*Kam nau'an fil Qirō'ah, man ta'rif*	*Lam na'rif Ustaz*	Lecturers give smiles and head nods from the right answers *(Positive Reinforcement)*
			Arba'atu Anwa'in hiya(loud reading, textual reading, interpretive reading, and creative reading), fahimtun	Some try to answer, even though the answer is not 100% correct	Lecturers still give a good mood, so students do not find it difficult *(Positive Reinforcement)*
			Al-ān iftah al-qamūs aw al-u'jam wabhas ma'āni min al-mufrādāt al- sa'bah	Some answer that they have a dictionary application on their cellphones, and some who bring dictionaries, and also those who want to use Google Translate	Lecturers give more opportunities, do not scold students even though the dictionary is different *(Positive Reinforcement)*
			Mā Syi'tun, almuhim tidak keluar dari ma'na yang dii nginkan teks tersebut	*Syukron ustaz* (students begin to read silently/Samit ah and try to explore its meaning by opening a dictionary)	Lecturers do learning gradually (learning difficult vocabulary and understanding the meaning of the text) *(Shaping Techniques)*
			Taqoddam Ila al-amām wā hidan-wāhidan waqra' bi al-jahr	Students advance one by one in rotation and the lecturer justifies the intonation of the reading and asks some of the rules of 'arobiyah and the meaning of the reading	Lecturers conduct learning gradually (learning qiro'ah jahriyyah with lahjah 'arobiy, and analyzing rules) *(Shaping Techniques)*
3.	Final Activity (Evaluation)	Evaluation on the material	Ask about the understanding of the material to students one by one in rotation *Mā al-mufrodāt al-Sa'bah ? Māzā fahimtum min al-nas Mā al-fikrah al-rāīsiyyah min al-nas Takallam 'an nas hadīsan bi lugotikum*	Students try to answer correctly, even though there is still something wrong	Lecturers evaluate learning outcomes *(Shaping Techniques)*
			Reprimanding students who lack discipline in submitting assignments *Man lam ya'mal al-wājibah La tuakhkhir 'amalakum*	Be happy and introspect yourself	Lecturers give warnings by reprimanding *(Negative Reinforcement)*
			Add tasks to future meetings *Ihmil an l-nas mā yata'allaqu bimadīnatikum*	Be obedient and strive to fulfill obligations	Lecturers give additional assignments *(Shaping Techniques)*
			Provide motivation and support to further hone qiroa'ah skills and learning technology *Ta'allam jayyidan hatta la yaghlibakum al-zamān wa al Tiknūlūjiyya*	More enthusiasm in honing skills	Lecturer gives booster mood before leaving class *(Positive Reinforcement)*

Table 1 shows the stimulus given by lecturers to students in learning the maharah qira'ah. Starting from the initial activity, lecturers try to provide mood booster in the form of greetings. This is a form of Positive Reinforcement at the beginning of the meeting using Arabic as positive reinforcement that has an impact on students' enthusiasm to follow the next learning process. Followed by further positive reinforcement, namely providing questions about the previous material as a reminder of the tasks they must submit that can increase the positive probability of the stimulus given by the lecturer.

In the main activities, lecturers use the discussion method so that learning runs interactively between two directions instead of just one direction. When the lecturer finds the right answer from the student, the lecturer will give a nod of his head and smile and if the student answer wrong, the lecturer does not give Negative Reinforcement. This has the impact of a pleasant and not tense learning atmosphere, because lecturers still have a good mood so that the learning rhythm runs smoothly.

Skinner used reinforcement in the form of consequences to increase the probability that a behavior could occur. Conversely, punishment will be a consequence that lowers the probability of a positive behavior occurring. Skinner has divided reinforcement into two parts: Positive reinforcement is reinforcement based on the principle that the frequency of responses increases followed by a supportive stimulus rewarding. Forms of positive reinforcement can be in the form of gifts such as candy, hangers and others, behavior in the form of smiling, nodding your head in agreement, clapping, giving thumbs up, or awards (Grade A, 1st winner and others)[15]

Still in the core activity lecturers give orders to find difficult vocabulary from the Arabic text they have, and allow them to use dictionaries in gadgets, hard file dictionaries, or google translate. This is a form of Positive Reinforcement from lecturers who do not limit the type of dictionary to students because the main thing is to be able to translate according to the desired intent. The next stage students began to be asked to come forward one by one to read aloud or jahriyyah in front of lecturers in accordance with *lahjah* without paying attention to the rules or meaning of the text, so that students were not depressed and could explore their ability to read Arabic text.

Lecturers provide direction and guidance to improve intonation and ask students to analyze its meaning and some of the rules of the text. In this case, lecturers do not get angry or curse them when they make mistakes in reading, interpreting and analyzing texts. This is a form of Positive Reinforcement for students and they remain enthusiastic about following the learning process. Lecturers also use shaping techniques starting from learning vocabulary, learning the meaning of sentences, learning the main idea or main sentence, learning how to read correctly or according to *lahjah 'arobiy.*

Techniques in learning Maharah Qira'ah can affect the effectiveness or success rate by: [16] 1) specifying the desired final target behavior. This stage is the initial stage that must be done to determine the final behavior that is the goal of the shaping technique; 2) identifying the initial or previous behavior that is the starting behavior, which then the next step is to determine the level of achievement of the previous behavior that has been owned, because the shaping technique itself can be achieved gradually; 3) establishing the steps in shaping from the beginning to the end or final targe; and, 4) establishing behavior in each formation (shaping).

In the final activity, the lecturer gives questions about the material to evaluate learning. As a reflection of success in learning, some students can answer and some cannot answer. Lecturers remain friendly even though students's answers are

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[15] Kris Setyaningsih, "Analisis Perbandingan Pemikiran Pendidikan Antara Al-Ghazali Dengan B.F. Skinner," Tadrib 1, no. 1 (2015): 32–46, http://jurnal.radenfatah.ac.id/index.php/Tadrib/article/view/1035.

[16] Winda Mulvariani, Humaira Salma Salsabiila, and Muhammad Jamaluddin, "Modifikasi Perilaku Teknik Shaping Untuk Mengurangi Kecemasan Sosial Pada Anak," PSYCHE: Jurnal Psikologi 3, no. 2 (2021): 174–81, https://doi.org/10.36269/psyche.v3i2.403.

disappointing. The next stage of the lecturer will give a reprimand to students who do not do or submit assignments on time. This is a form of Negative Reinforcement from lecturers for students to do self-introspection. Before leaving, lecturers provide mood booster in the form of motivation and support in learning *maharah qira'ah* and adding assignments for the next meeting so that students get used to additional activities to improve their skills in qira'ah, and this is a form of Positive Reinforcement.

Lecturers have followed the learning steps from the initial , core, to final activities. As explained by Acep Hermawan, namely, Introduction, Provision of vocabulary and terms, Presentation of text, discussion of reading content in the form of dialogue, Discussion of grammar briefly, discussing vocabulary, at the end of the meeting, there is an additional task. The S-R model is a theory of operant habituation that examines the relationship between stimulants originating from outside the organism with responses from within the organism or a form of reaction that arises upon the entry of stimulants from outside the organism. One example in the process of learning foreign languages is that humans become one organism that is learning language. He will receive stimulants from outside of man such as the environment, books, etc. that will be responded by man as an organism itself by eliciting reactions to stimulants, as well as reactions by using target language in everyday speech.[17]

Repetition of a positive and finely positive learning rhythm provide an enthusiastic response in going through the process from the beginning to the end of a learning process. Students are also given the opportunity to argue or give their opinions while lecturers are more dominant as facilitators in the classroom. Researchers see that students are given space to move and explore the abilities they have to cause positive reactions during the learning process and this affects Arabic language learning, because if the repetition is positive at every meeting, the effect of learning Arabic continues to increase every day.

This is in harmony with the theory of the Behavioristic concept of verbal behavior. This theory describes the behavior of language with the help of the S-R (Stimulus Response) model. In this theory there is a relationship between the situation and the stimulus (S) from outside or from within the organism and a reaction (R) from the organism. So, effective language behavior becomes a manifestation of appropriate responses to stimuli. If a certain response is stimulated repeatedly then it becomes a habit and will be conditioned. The process of language behavior can be seen in chart 1 below:

S (Stimulus)▼   R (Respons)▼   Language

Chart 1: Language behavior processes

So that the stronger the external stimuli in the learning process, the stronger the response the child will do. So that hard work behavior is formed, it must be in accordance with the deadline given and time discipline and honesty that indeed at every meeting the lecturer tries to remind him repeatedly until the last meeting. Thus the progress of students can be achieved as expected.

It is clear that Skinner's experiment was very similar to Thorndike's trial and

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[17] Ahmad Habibi Syahid, "Bahasa Arab Sebagai Bahasa Kedua (Kajian Teoretis Pemerolehan Bahasa Arab Pada Siswa Non-Native)," ARABIYAT : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban 2, no. 1 (2015): 86–97, https://doi.org/10.15408/a.v2i1.1797.

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error learning. Where the phenomenon of learning behavior according to Thorndike always involves satisfaction, but according to Skinner the phenomenon involves reinforcement.[18] Skinner's experimental results are famously referred to "*Skinner Box*" as a reinforcement tool which includes food containers. Manipulandum is a component that can be manipulated and its movement is related to reinforcement, this component consists of buttons, bars, and levers. As quoted by Muhajirun Najah on this subject.[19]

When they first entered college, students did not know what could be done. However, with a strong stimulus from the lecturer who taught the maharoh qiro'ah, they realized that they experienced a lot of effective learning, starting with giving a strong response, namely obeying the lecturer's orders and doing the task optimally. So that when a strong stimulus will get a strong response as well. Positive response from students is a form of lecturer stimulus which can be seen from positive and negative reinforcement and also shaping techniques.

The Contribution of Behaviorism in the Maharah Qira'ah at UMALA
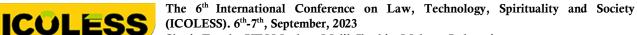
After applying B.F Skinner's theory of behaviorism in learning the maharah qira'ah, the researcher will present the contribution of the behaviorism theory in maharah qira'ah which is presented in Table 2.

Table 2. The Contribution of Behaviorism in the Supreme Spirit of Qira'ah

Principles of Behaviorism	The Ability of the Supreme Spirit of Qiro'ah	Valuation	
		Appropriate	Inappropriate
Significant impact of Positive Reinforcement, Negative Reinforcement, and Shaping techniques in the classroom	Able to read text with correct reading and intonation	√	
	Able to understand the reading correctly	√	
	Able to understand Arabic sentences	√	
	Able to translate readings correctly	√	
	Able to understand the reading position of each word	√	
	Able ton read without being burdened with grammar and translation		√
	Able to retell in his own language		√
	Able to understand the main sentence of the reading text	√	

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[18] Nur Baharudin dan wahyuni, Teori Belajar Dan Pembelajaran (Yogyakarta: Ar-Ruzz Media, 2008).
[19] Muhibbin Syah, Psikologi Belajar (Jakarta: PT Raja Grafindo Persada, 2003).

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The researcher concluded from 8 achievement indicators, including 6 appropriate achievement indicators and 2 inappropriate achievement indicators. Of these 6 indicators, students can read text with correct reading and intonation, students are able to understand the reading correctly, students can understand Arabic sentences, students can translate the reading correctly, students can understand the reading position of each word, and students are able to understand the main sentences of the reading text. While the 2 indicators of achievement that are not appropriate are still burdened with grammar and translation and cannot be retold in their own language.

This indicator corresponds to the Syaiful Mustofa's indicator[20] that learning Arabic is not just about teaching to read or telling to memorize. It must be more than that, namely with the achievement of several existing indicators, including: 1) able to read Arabic texts with shahih and fashih readings, 2) Able to understand reading shahih, 3) able to translate readings correctly, 4) Able to know the reading position of each word and be able to retell it using his own language.

Specifically, learning objectives of qira'ah are divided into three levels of language, namely[21] 1) the beginner level, namely *mubtadi'*, includes: recognizing the letters, *makhraj*, and intonation of the reading, understanding how to read *harakat*, being able to distinguish words and sentences, finding a keyword and understanding the meaning of words in a sentence, 2) the intermediate level is *mutawasith* which includes finding the main sentence and explanatory sentence, understanding the relationship between ideas in a reading text, telling the content of the reading (paragraph) back briefly, 3) the advanced level of *mutaqoddim* includes finding the main sentence and explanatory sentence, interpreting the content of the reading, understanding the essence of a reading text, narrating the re-reading text with different genres.

The 8 indicators of ability achievement in learning *maharah qira'ah* are the result of simplification carried out by researchers in learning *maharah qira'ah* in higher education. The comparison of 6 achievements and 2 that have not been achieved still concludes that the theory of behaviorism contributes to this learning. Students still do not master the rules of *'arabiyyah* well and lack repeated practice in mastering the knowledge of this tool in the learning process and carry out more frequent stimulus and responses. Because the ability to read Arabic text is very dependent on the reader's understanding of *qawaid* or Arabic grammar. The grammar includes *nahwu* (syntax) and *sharf* (morphology). This ability will greatly affect the reader in understanding the content or meaning of the reading. Therefore, the order in reading proficiency is not reading to understand, but the priority is to understand grammar, then you can start reading the text correctly.[22]
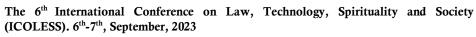
In learning the omnispirit of Qira'ah at UMALA using the Qiro'ah Jahriyah and Shomitah methods. As a stage of shaping techniques to achieve the final goal, namely mastering various types of Arabic text reading. In this case, Ahmad Fuadi Effendy states that the characteristics of the qirō'ah method have its main purpose for

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20 Syaiful Mustofa, Strategi Pembelajaran Bahasa Arab Inovatif (Malang: UIN Maliki Press, 2011).
21 Mohammad Sofi Anwar, "IMPLEMENTASI PEMBELAJARAN MAHARAH AL QIRO'AH AL ARABIYYAH BERBASIS LINGUISTIC INTELLIGENCES."
22 Ahmad Rathomi, "Pembelajaran Bahasa Arab Maharah Qira'Ah Melalui Pendekatan Saintifik," Ta'dib: Jurnal Pendidikan Islam 8, no. 1 (2019): 558–65, https://doi.org/10.29313/tjpi.v8i1.4315.

proficiency in reading scientific texts.[23] The material can be in the form of main and supporting reading books as well as guided authoring exercise books and conversations, the basis of activity is to understand the content of the reading, starting with an introduction to the main vocabulary and its meaning as well, then discussing it with the teacher. The process of analysis is not by literal translation, although the mother tongue may be used to discuss texts, reading in silence / قراءة صامتة is preferable to reading aloud / قراءة جهرية , and language rules explained as necessary are not allowed too long.

The theory of behaviorism that focuses on 1 stimulus – 1 response in learning maharoh qiroah has not been able to achieve all the desired targets, because indeed the learning orientation is a model of transmission by passing on cultural values from one generation to the next. The achievement in this learning is to measure the fit between stimulus and response. So that from 2 achievements that have not been successful, namely not being able to read Arabic texts without being burdened with grammar and translation and have not been able to retell Arabic texts in their own language, then the learning orientation must also be improved, namely first, transaction orientation (1 stimulus - multi response) whose application follows the views of cognitive psychology Dewey and Pieget, namely whatever is conveyed by the teacher is things that need to be responded by students accordingly with their respective knowledge and experience. Second, with a transformation orientation (1 stimulus – multi response or multi response – 1 stimulus) that follows the views of humanistic and transpersonal psychology, the teacher is seen as successful if the teacher can condition students to meet the demands of their respective needs. Students are seen as wrong if they cannot meet the demands of their needs.

Conclusion

B.F. Skinner's theory of behaviorism can be applied to positive reinforcement, negative reinforcement, and shaping techniques. So it indicates that the stronger the stimulus, the stronger the response. Of the 8 achievements there are 6 indicators that are suitable and 2 indicators that are not yet appropriate, this proves that the theory of behaviorism can be applied to other maharah by forming mature shapping steps to the final target.

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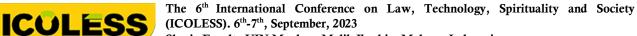
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[23] Metodologi Pengajaran Bahasa Arab, Ahmad Fuad Effendy (Malang: Misykat, 2012).

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