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ABSTRAK

Abstract: This research investigates how Behaviorism could help high school students choose Arabic words. This research will demonstrate how behaviorist teaching approaches affect word learning, therefore offering insightful analysis for theory and practical use. The Arabic language is taught at MAN 3 Banyuwangi using behaviorism, this research looks at how. It uses a descriptive qualitative approach. Data were gathered by observing, interviewing, and analyzing documents, and then examined using theme analysis. Data validation was performed through triangulation, member checking, and peer debriefing to ensure the correctness and trustworthiness of the study results. The implementation of behaviorist learning methods at MAN 3 Banyuwangi has substantially improved the Arabic language and written skills of students, as evidenced by this research. The drill method facilitates the retention of information through practice, while support enhances students' confidence and motivation. Using game tools like Kahoot and Quizizz helps people understand ideas quickly, makes lessons more engaging, and provides instant feedback, which improves the learning process. Combining technology with traditional methods improves education quality and makes learning more effective and enjoyable.

Abstrak: Penelitian ini bertujuan untuk menganalisis penerapan Behaviorisme dalam peningkatan kosakata bahasa Arab pada siswa sekolah menengah atas, Dengan memahami hubungan antara teknik pembelajaran berbasis Behaviorisme dan hasil belajar kosakata, penelitian ini akan memberikan wawasan praktis dan teoretis yang penting. Desain penelitian ini kualitatif deskriptif untuk mengeksplorasi penerapan prinsip behaviorisme dalam pembelajaran kosakata bahasa Arab di MAN 3 Banyuwangi. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen, serta dianalisis dengan metode analisis tematik. Validasi data dilakukan melalui triangulasi, member checking, dan peer debriefing untuk memastikan keakuratan dan kredibilitas temuan penelitian. Hasil penelitian ini menunjukkan bahwa Penerapan strategi pembelajaran berbasis prinsip behavioristik di MAN 3 Banyuwangi terbukti efektif dalam meningkatkan penguasaan kosakata dan tata bahasa bahasa Arab. Teknik drill yang mengutamakan pengulangan terstruktur memperkuat ingatan jangka panjang siswa, sementara penguatan positif meningkatkan motivasi dan kepercayaan diri. Integrasi teknologi gamifikasi, seperti Kahoot dan Quizizz, memperkaya pembelajaran dengan umpan balik langsung, meningkatkan keterlibatan, dan mempercepat pemahaman. Kombinasi metode tradisional dan teknologi ini menciptakan pengalaman belajar yang menyenangkan dan efektif, sehingga meningkatkan kualitas pendidikan di sekolah tersebut.

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INTRODUCTION

The proficiency of high school pupils in Arabic is now in dire need of improvement by educators (Damanik & Nasution, 2024). As the language of the Quran and Islamic tradition, Arabic has a crucial role in the formation of Muslim students' religious identities (Kusyairi, 2024). Vocabulary mastering is often hampered by major issues including insufficient motivation and inefficient teaching strategies. According to a research, pupils often struggle to retain language because of conventional teaching approaches that do not actively engage them. Furthermore, over 60% of pupils are unable to achieve

the minimal requirements for mastering Arabic language, according to the findings of a nationwide study conducted (Bakri et al., 2023). Therefore, an innovative new approach based on learning theories such as Behaviorism is greatly needed to improve the learning outcomes of Arabic vocabulary (Badi'ah, 2021). The challenges of low motivation and ineffective teaching methods in Arabic are covered in this paragraph, which highlights the significance of a behaviorism-based strategy for raising student achievement.

Several previous studies have revealed that the drill and repetitive practice method has proven effective in developing vocabulary mastery among students. For instance, a research on the use of behaviorist principles in learning Arabic demonstrates that students' recollection of the terminology they have acquired is much improved by repetition and reinforcement (Islamy, 2024). Additionally, stresses the need of using praise and other forms of positive reinforcement to increase students' enthusiasm to learn the language (Islamy, 2024). Based on behaviourist concepts, this paragraph emphasises the efficiency of drill and repetition in improving vocabulary acquisition, as well as the relevance of praise and positive reinforcement in increasing student motivation.

A separate study found that the best drill techniques for aiding in Arabic language retention are organized repetition-based approaches (Al-arabiyat et al., 2021). This research suggests that rigorous repetition may help children pick up vocabulary fast while simultaneously enhancing long-term memory. Additionally, a research found that gamification apps like Kahoot, Quizizz, and others, as well as other forms of technology integration in Arabic language learning, had a good influence on student motivation and engagement, making learning more efficient and pleasurable (Nela, 2020). This passage demonstrates how gamification and repetition may improve vocabulary recall and student engagement when learning Arabic.

While much of this research highlights the effectiveness of behaviorist-based approaches, few still combine the newest technology with traditional techniques, such drills, to foster a more dynamic and customized educational setting. (Nasarudin et al., 2024) Therefore, this study aims to increase our insight of how behavioral principles and technological developments may enhance Arabic vocabulary mastery in a more comprehensive and all-encompassing manner.

The novel use of behaviorism theory in this study may improve high school students' Arabic language knowledge. In contrast to earlier research, this initiative will include a variety of behaviorist components—such as reward and stimulus-response—into the study of Arabic that have yet to be completely explored in literature. Positive reinforcement has been shown to improve learning outcomes in a range of educational contexts, while research on its specific use in remembering Arabic vocabulary has not yet been conducted. Furthermore, the implementation of a reward system affects students' motivation for language learning (Damayanti & Yuliati, 2024). This study offers a novel approach by using a behaviorism-based learning model created especially to improve vocabulary in Arabic.

This research aims to answer the question: How can the application of Behaviorism theory improve Arabic vocabulary mastery among high school students? By understanding the relationship between behaviorist-based learning techniques and vocabulary learning outcomes, this research will provide important practical and theoretical insights. Experimental study (Rahman et al., 2021) show that learning based on psychological theory results in significant improvements in student learning outcomes, but the specific focus on Arabic vocabulary has not been extensively researched. This study has clear aims and gives strong proof for using a Behaviorism method to teach Arabic.

The use of Behaviorism theory is predicted to have a significant impact on students' motivation and mastery of Arabic language. Reinforcement, habituation, and repetition are all behaviorism concepts that promote the establishment of healthy language learning habits. Using a behaviorist method can improve children's learning by up to 40% (Lukiyana & Wulandari, 2023). Another study found that practice through repetition greatly improves students' ability to remember words (Maharani, 2024). This study aims to lay the foundation for better ways to teach, which could significantly impact how Arabic is taught in high school.

METHOD

This study employed a descriptive qualitative methodology to investigate the implementation of behaviorism principles in Arabic vocabulary acquisition at MAN 3 Banyuwangi. Data were gathered using three primary methods: classroom observation, interviews, and document analysis. Observation was undertaken to assess the implementation of drill and reinforcement tactics by the instructor, along with the students' reactions to these approaches. Interviews were performed with educators to examine the instructional tactics employed, and with students to get insight into their experiences about this pedagogical approach. Furthermore, the study of documents, including lesson plans and student evaluation outcomes, is employed to evaluate the congruence between theory and practice in vocabulary acquisition (Basith & Masruroh, 2023). The gathered data undergoes examination in three phases: data gathering, data reduction, and data display. This paradigm involves the concurrent and interactive execution of three steps, enabling researchers to discern developing patterns from the data and dynamically integrate discoveries from diverse sources. Peer debriefing, member validation, and data triangulation help to establish the validity and authenticity of the results (Abdussamad & Sik, 2021).

To ensure data accuracy, this study employs validation strategies that include data triangulation, member checking, and peer debriefing. Through data triangulation, researchers enhance the credibility of their findings by comparing and contrasting data collected from multiple sources, including observations, interviews, and document reviews (Susanto & Jailani, 2023). Member verification involves making sure the data interpretation produced is accurate and reflects their experience by reviewing the outcomes with teachers and students. Peer debriefing, discussed with other researchers, provides several points of view and helps to lower analytical bias. This method assures their authenticity and promotes the validity of the research findings, therefore improving their trustfulness. With this technique, the study intends to uncover possible difficulties in the application of this strategy in the classroom and offer deeper and more objective insights on the impact of behavioral principles on enhancing students' vocabulary knowledge.

After collecting data through observations, interviews, and document analysis, this study proceeded with data analysis using Miles and Huberman's interactive model, which includes three stages: data reduction, data display, and conclusion drawing (Asipi et al., 2022). In the data reduction phase, the researcher filtered and organized relevant information related to the implementation of behaviorist principles in Arabic vocabulary acquisition (Maghfurin et al., 2023). Essential data were grouped thematically. Then, in the data display stage, the information was arranged systematically in narrative form to facilitate interpretation. The final stage, conclusion drawing, involved interpreting the data based on emerging patterns and relationships, while continuously reflecting throughout the process (Buckley & Waring, 2013).

To ensure the credibility of the findings, this study employed data triangulation, member checking, and peer debriefing (Collins et al., 2013). Triangulation was conducted by comparing data from multiple sources. Member checking involved validating the researcher's interpretations by confirming them with the participants, while peer debriefing included discussions with fellow researchers to minimize subjective bias. Through these steps, the study aims to provide a comprehensive and objective understanding of the effectiveness and challenges of applying behaviorist principles in Arabic vocabulary learning (Maghfurin et al., 2023).

The following image illustrates the descriptive qualitative research process aimed at exploring the application of behaviorism principles in Arabic vocabulary learning.

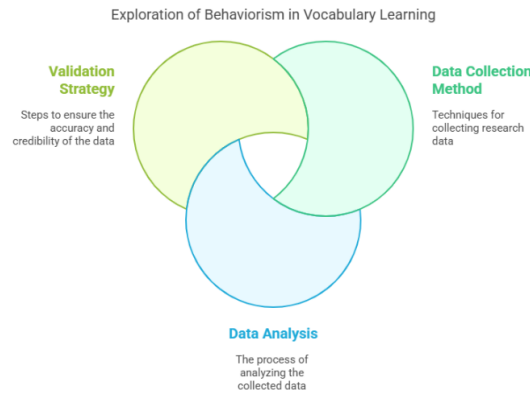


Figure 1. Research Phase

RESULTS AND DISCUSSION

Based on my studies on MAN 3 Banyuwangi instructors and students, I discovered a notable shift in Arabic language acquisition using a more creative approach than more conventional ones. Observations and interviews with many instructors combined with study of learning development reveal that the integrated approach grounded on behaviorist ideas has a notable effect on the vocabulary understanding of the pupils. This is because this approach allows students to be more active in remembering and using vocabulary in a broader context.

This research is based on the importance of changing teaching methods within the context of the Merdeka Curriculum and the need for a more interactive and contextual approach in Arabic vocabulary learning. In addition, the limitations in the use of technology to support Arabic language learning present a unique challenge. Therefore, this research aims to identify the best ways to combine behavioral methods with technology, so that Arabic language learning not only preserves academic values but also becomes more adaptive, effective, and relevant to the demands of the times.

The Value of the Drill Method for Vocabulary Development

Field research and drill technique observation at MAN 3 Banyuwangi showed that many students found learning Arabic language easier this way. Emphasizing systematic repetition, the drill approach helps children more successfully internalize vocabulary. It aligns with findings that drill method helps students memorize Arabic vocabulary because they are required to quickly and responsively memorize the vocabulary (Cendekia & Timur, n.d.).

The drill method or repetitive practice is one of the learning strategies that heavily relies on the principle of repetition in Behaviorism theory (Herlina et al., 2022). This method has been used in Arabic vocabulary study at MAN 3 Banyuwangi to let pupils memorize more naturally and successfully. Students must practice this drill method with great vigor to fast assimilate fresh language (Calfee, 1984). Students that applied this technique demonstrated notable improvement in their memorizing of Arabic vocabulary, according to findings of observations and field study. Structured repetition helps pupils to get more used to the terminology under study, therefore enhancing their memory. Drill methods have shown great success in hastening the vocabulary acquisition process as students are typically compelled to move fast, reply precisely, and aim to recall words in a limited period of time (Klein, 1986). This passage examines how the behaviorist-based drill approach speeds up the learning of Arabic vocabulary by encouraging systematic repetition and active student participation, which greatly improves memorisation and recall.

Bima, one of the pupils, related his own experience using the drill approach to acquire Arabic vocabulary.

"Before, I found it difficult to remember a lot of Arabic vocabulary in a short time, but after using the drill method, I find it easier to remember new words. Usually, we are given fresh terminology and instructed to

go over and over it. It was challenging at first, but after a few practice sessions, the words came naturally to recall and use in casual talks."

This opinion underscores the research finding that structured repetition in the drill method helps students not only in memorization but also in strengthening long-term memory of the vocabulary learned. These findings emphasize that drills conducted in a systematic and consistent manner are very beneficial in improving the mastery of Arabic vocabulary for high school students.

According to study conducted at MAN 3 Banyuwangi, the drill approach, which focuses on systematic repetition, has shown to be extremely successful in helping pupils retain Arabic language. This approach follows the idea of intensive repetition, which is based on B.F. Skinner's Behaviorism theory, which argues that behavior may be reinforced by repetition and reinforcement. Structured repetition in language acquisition helps to consolidate students' long-term recall of new vocabulary, letting them to access and utilize it more fluently in ordinary interactions (Ratminingsih et al., 2023). Furthermore, this is borne out by the experience, (Hanifansyah, 2025) which shows that the acquired language was difficult to remember and use at first but became easier with repeated practice.

The theory of repetition in Behaviorism is also related to the concept of "Spaced Repetition," which suggests that material should be taught at regular intervals to strengthen long-term memory (Nurhayati & Hilmi, 2024). Reviewing material at key points through repetition helps students retain more of what they learn and makes stronger connections between different pieces of information. Students at MAN 3 Banyuwangi are also exposed to new words frequently and in a short amount of time through the drill method, which forces them to be attentive and actively remember what they've learned. This is what makes this method very effective in Arabic language learning, because besides helping students remember, the drill method also supports the formation of active and responsive learning habits towards the material provided.

Thus, the drill technique applied at MAN 3 Banyuwangi aligns with the basic principles of Behaviorism theory, which emphasizes repetition to strengthen memory and accelerate the language acquisition process. This also shows that learning based on positive reinforcement and structured repetition has a significant impact on students' success in mastering Arabic vocabulary.

Innovation of Learning Strategies Based on Behavioristic Principle

The principles of behaviorism have emerged as a cornerstone of modern educational practice (Shufa, 2024). This theory emphasizes the formation of behavior through the processes of repetition (drill), reinforcement, and association (Habsy et al., 2024). Particularly in language acquisition, this method is meant to provide observable and predictable outcomes. Within the framework of Arabic language acquisition at MAN 3 Banyuwangi, this idea is rather pertinent as mastery of vocabulary and grammar depends on significant repetition for the learners. Since mistakes usually arise during the learning process, language education and language mistakes are intimately correlated (Suandi, 2024). Thus, the correct approach is required so that pupils may progressively raise their knowledge and fix their errors.

Behavioristic principles, which include repetition (drill), reinforcement, and association, have proven effective in shaping behavior and learning (Setiawan et al., 2021). In the context of language learning, especially Arabic, these techniques play a key role in helping students systematically master vocabulary and grammar. At MAN 3 Banyuwangi, a behaviorist-based approach is applied to improve the mastery of Arabic vocabulary and grammar. This approach gives strong content repetition and positive reinforcement top priority in order to fix linguistic mistakes in pupils (Guntur et al., 2023). Research and experience have shown that this method is quite pertinent as it tackles the difficulties that may surface in Arabic language acquisition, particularly with linguistic mistakes. Often part of the learning process, these mistakes may be progressively fixed with suitable teacher comments and positive reinforcement.

Dinda, one of the pupils, related her experience employing behaviorist ideas in Arabic language instruction:

“At first, I had a hard time remembering Arabic language and words. However, my confidence grew because of the drill method and the encouragement I got for each right answer. For instance, once I had successfully remembered new terminology, my instructor would praise me. This will motivate me to put in more practice time. Please provide the text you would want me to translate”

Through this interview, it is clear that the behavioristic principle-based approach through drills, positive reinforcement, and association has successfully improved Arabic vocabulary mastery and corrected language errors among students at MAN 3 Banyuwangi. This method enables students in properly improving their Arabic language competency and fosters a good learning atmosphere.

Using behaviorist ideas through drills, positive reinforcement, and association has helped MAN 3 Banyuwangi pupils' Arabic grammar and vocabulary to improve. One of the pupils under questioning, Dinda said that she practiced more as she had learnt words really well and found inspiration from praises from the teacher. Positive remarks can boost students' drive to stay on learning as well as their confidence. This behaviorist-based method is consistent with Skinner's (1953) theory, which emphasizes the significance of reinforcement in learning process (Gamboa, 1974). This concept is the probability of the intended action, which is the mastery of the Arabic language, will be increased by positive reinforcement through consistent future repetitions.

Furthermore, the principle of drill or structured repetition helps students internalize information in a systematic and consistent manner, in accordance with learning theories that emphasize repetition to strengthen long-term memory (Parwati et al., 2023). In line with the concept of feedback immediacy in behaviorist theory, reinforcement given immediately after students perform the correct action accelerates the learning process and reduces errors. Consequently, this method not only rectifies students' errors but also improves their overall proficiency in the Arabic language (Nurhayati & Hilmi, 2024). The significance of behaviourist theory's systematic repetition and instant reinforcement is emphasised in this paragraph, which also demonstrates how well they work to increase students' Arabic competence and lower learning mistakes.

Integration of New Strategies in the Context of Arabic Language Learning

MAN 3 Banyuwangi's Arabic language instruction requires the use of creative new approaches to improve student motivation and comprehension (Lestari & Kurnia, 2023). Using technology including gamification apps like Kahoot, Quizizz, and Quipper which have been shown to increase student involvement in the learning process (ARDE, 2022). Apart from raising the demand of education, this technology helps instructors to change the course contents depending on the needs and development of their pupils.

Learning Arabic at MAN 3 Banyuwangi now mostly entails creative new approaches to improve students' comprehension and drive. Including technology into the classroom has been one of the strategies that has shown great success especially with gamification applications like Kahoot, Quizizz, and Quipper. This technology enables more participative and joyful learning feasible even while it gives students the opportunity to study in an exciting and relevant way for their needs (Gusteti, 2024). Gamification helps students to not only actively participate in the topic but also observe their learning results straight via an automated evaluation system (Al Fadillah & Akbar, 2024). Using this strategy, teachers may adapt lessons to their students' prior knowledge, set appropriate challenges, and motivate their students to keep trying until they achieve their goals. These results show that Arab language learners may benefit from using technology to their advantage in three ways: more engagement, faster learning, and easier instruction of more advanced topics like grammar and vocabulary. Arabic language learning through gamification media such as Kahoot can be seen in the image below.



Figure 2. Kahoot as a Learning Medium

The image above depicts the interface for daily quizzes in the 10th-grade Arabic class on the Kahoot! platform, which includes various interactive learning and entertainment alternatives. Study Mode provides Practice to help students gain understanding independently, as well as a Flashcard option to help them memorize the subject. The Classic mode for directly answering questions is included in the More Ways to Play area; Treasure Hunt with treasure-hunting components; Relax with Art for a creative learning experience; and the Tallest Tower challenging students to answer questions by constructing a tower. The title of the daily quiz "Daily Arabic Quiz X" is visible at the top, with an autumn-themed background that gives a cozy and appealing impression.

One of the students, Siti, shared her experience using a gamification application in learning Arabic:

"Using applications like Kahoot and Quizizz makes Arabic lessons more exciting." I feel more challenged to participate in every quiz because I can immediately know the results. So, I know which parts I need to improve. Besides, learning becomes faster and not boring"

Mrs. Anis, the Arabic language instructor, also backs up this view with her explanation. She said

"Using gamification in learning Arabic boosts student motivation. They are more excited about attending classes because it is more fun and they get immediate feedback. We can adjust the information to match the students' thinking, helping them learn better and more personally"

These findings show that incorporating technology into Arabic language learning at MAN 3 Banyuwangi has proven to be effective in motivating students, facilitating a deeper understanding of the material, speeds up vocabulary acquisition, and increases their overall engagement in the learning process.

The results suggest that the integration of technology, particularly gamification through applications such as Kahoot, Quizizz, and Quipper, has a beneficial effect on the acquisition of the Arabic language at MAN 3 Banyuwangi. Gamification applications not only increase student engagement and motivation, but also make learning more engaging (Srimuliyani, 2023). Bima has stated that students who utilize the application experience a greater sense of challenge and can quickly observe the results, which enables them to concentrate more on the areas that require improvement. This is consistent with the constructivism theory advanced by Piaget and Vygotsky, which posits that learning that involves active interaction and self-reflection, such as that found in gamification, can significantly improve students' comprehension (Sholihah, 2024). The integration of gamification and technology in Arabic language learning effectively enhances student motivation and understanding, aligning with constructivist theories that emphasize active engagement and self-reflection.

Additionally, these findings are pertinent to the theory of feedback immediacy in Behaviorism theory. Gamification enables students to obtain immediate feedback following each session, thereby solidifying their comprehension of the subject matter (Zaswita et al., n.d.). In Skinner's theory of reinforcement, the positive feedback that is provided to a student after they answer correctly reinforces that behavior, motivating them to continue to strive for improvement (Agustin et al., n.d.). Mrs. Anis, an Arabic language instructor, also disclosed that this technology enables the customization of materials to accommodate students' requirements, thereby facilitating a more personalized and efficient learning. As a result, the incorporation of technology into the Arabic language learning process not only

expedites vocabulary acquisition but also alters the manner in which students engage with the material, accelerates the learning process, and enhances the overall learning outcomes. In this manner, gamification technology is transformed into a highly effective instrument for enhancing the quality of education.

CONCLUSION

The current debate indicates that the application of many learning approaches grounded on behaviorist ideas at MAN 3 Banyuwangi has proved successful in enhancing the understanding of Arabic vocabulary and grammar. Emphasizing controlled repetition, the drill method greatly helps pupils learn and absorb vocabulary more successfully. This is congruent with behaviorism theory, especially with regard to the concept of repetition performed consistently and especially positive reinforcement. High-intensity repetition of content lets pupils improve their long-term memory, therefore facilitating the recall and application of the terminology acquired in daily interactions. Positive reinforcement—that is, instructor compliments—also raises students' confidence and motivation, therefore inspiring them to practice more deliberately.

Additionally, the integration of technology through gamification applications such as Kahoot, Quizizz, and Quipper also has a significant impact on students' motivation and engagement in learning Arabic. Gamification helps students to more rapidly acquire grammar and vocabulary and better grasp the content in detail by include elements like fast feedback and more participatory learning. Combining constructivist theory with feedback immediacy theory in Behaviorism has shown to be successful in producing fun and customized learning environments as well as in raising general learning results. Thus, a very effective approach to raise the standard of education at MAN 3 Banyuwangi is the mix of conventional techniques like drills and technology breakthroughs in Arabic language study.

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