# Psychological Theories (Stimulus Response and Cognitive) in Arabic Learning Videos (Descriptive Analysis)

**Ahmad Ashfia[1], Alya Putri Septianti[2]**

[1,2]Master of Arabic Education Departement, Faculty of Education, State Islamic University Syarif Hidayatullah Jakarta, Indonesia

**ABSTRACT:** Learning involves changes that occur within a person as a result of their experiences. In other words, learning involves a transformation in an individual's understanding and knowledge over time due to interaction with the environment and their experiences. Behaviorism theory, as one of the psychological foundations of language teaching, states that learning is a change in one's behavior resulting from a response to a stimulus. In contrast, the theory of cognitivism emphasizes the important role of the learner's mind in the learning process. An individual's mental processes, understanding and thinking play a major role in the comprehension and reception of information. Thus, the theory of behaviorism has a different meaning from the theory of cognitivism. In this article, the author exposes the strong connection between behaviorism and cognitivism theories in the Arabic language learning process. This article is written using descriptive qualitative method. The author presents data taken from Arabic language learning videos, which found that the theories of behaviorism and cognitivism have strong implications for the Arabic language learning process.

**KEYWORDS:** Behaviorism Theory, Cognitivism Theory, Learning Arabic Language

## I. INTRODUCTION

Learning involves changes that occur within a person as a result of their experiences. This can be the result of certain situations or interactions that allow individuals to absorb information, acquire new knowlagde, and change their understanding of a topic. The learning process also includes long-term changes in an individual's knowledge, which the result of the varius experinces the learner has had. In other words, learning involves transformations in an individual's understanding and knowledge over time due to interactions with the environment and the experiences they have (Slavin, 2018).

Meanwhile, language acquisition is a process that takes place when children learn to master their first language or mother tongue, while language learning is related to the acquisition of a second language, where the language is taught formally to children (Salamah, 2015). A second language is a language that a person has after he has mastered his first language, and usually this language is used as a means of communication, side by side with his first language. This second language is usually acquired from the social environment where the language is used (Arsanti, 2014).

In second language learning, the methods and models used always develop over time, in order to adapt to needs and achieve the expected results. The existence of these models and methods of language learning cannot be separated from the influence of a person's point of view and theories about language and language learning (Ainiy, Maisaroh and Akbar, 2022).

In the context of Arabic language teaching, setting learning objectives involves considering several key factors. These factors include student motivation. cognitive capacity, and individual differences that affect their learning ability. Psychological aspects are also an essential part of teaching strategies, which play a significant role in determining the success of the language learning process. A teacher must understand relevant psychological theories as these form the basis of language teaching methods. One of the approaches used is the schools of behaviorism and cognitivism.

Behaviorism theory, as one of the psychological foundations in language teaching, states that learning is a change in one's behavior resulting from a response to a stimulus. In this framework, learning is understood as a transformation in a student's ability to behave differently as a result of the interaction between an external stimulus and the resulting response. Therefore, a person is considered to have learned if they can show changes in their behavior as a result of a response to a particular stimulus (Budiningsih, 2005). While the theory of cognitivism is an approach that is very different from the theory of behaviorism. It rejects the notion that learning is the result of the influence of external factors or stimulus alone as taught by behaviorism theory. Instead,

cognitivism emphasizes the important role of the learner's mind in the learning process. An individual's mental processes, understanding and thinking play a major role in the comprehension and reception of information.

Some studies related to this research are the first article by M. Fairuz Rosyid and Umi Baroroh entitled "Cognitive Learning Theory and its Implications in Arabic Language Learning". The result of the study is that cognitive theory contains direct implications for Arabic language learning seen from the point of view of Piaget and Vygotsky with each of their characteristics. The cognitive theory of both has implications for several aspects of Arabic language learning, namely: aspects of learning objectives, aspects of the language environment, aspects of media use, cultural aspects, aspects of learning levels and aspects of learning models (Rosyid, R and Baroroh, 2020).

Second, the article written by Mufidatul Ilmi Muyassarah entitled "Theories About Learning and Their Application in Arabic Language Learning". The results of the study are three main categories or philosophical frameworks regarding learning theories, namely: behaviorism learning theory, cognitivism learning theory, humanism learning theory. The researcher wrote that there is a connection between the three learning theories, behaviorism learning theory is a theory of behavior change as a result of experience (its implementation in Arabic language learning, what the teacher understands about Arabic language that must be understood by students), cognitive theory is the process of humans building their cognitive abilitiesthrough self-motivated actionsArabic language learning.to environment (implementation in Arabic language learning, one Arabic language knowledge is related to other Arabic language knowledge) and humanism learning theory looks more at the side of human development ( its implementation in Arabic language learning, students act as learning subjects while the teacher's role as a facilitator) (Muyassarah, 2015).

Third, the article written by Fatmawati and Puri Anjarsari entitled "Teacher Stimulus and Student Response in Arabic Language Learning at the Junior High School Level". The result of the study is that the teacher's stimulus in Arabic learning includes: a) The use of a variety of teaching methods, materials, and supporting books; b) Giving grades; c) Giving punishment; d) Giving praise or appreciation. Meanwhile, there are inhibiting factors in providing stimulus in Arabic language learning, including: a) Conceptual response; b) Emotional response and c) Behavioristic response (Anjarsari, 2021).

Fourth, the article written by Akla entitled "Teaching Arabic Language With A Behavioritis Approach". The results of the research showed that 27% of students who were given repeated stimuli in the range of 1 to 5 times showed correct responses. There were 62% of students who were given repeated stimuli in the range of 6 to 10 times who showed correct responses. There were 11% of students who were given repeated stimuli in the range of 11 to 15 times who showed correct responses. This data shows that the majority of students given the stimulus an average of 10 times will produce good mastery of the material. The use of a behavioristic approach as a learning approach ends with an evaluation carried out by the teacher. The evaluation process is based not only on teacher observations during the learning process, but also on language ability tests which include vocabulary mastery, listening ability, speaking ability, reading and writing ability.

The relevance of the general discussion of stimulus, response, and cognitive, is increasingly becoming a key element that forms the basic foundation of human behavior. These concepts have become core in the fields of psychology and cognitive science, allowing us to understand how individuals respond to the environment, process information, and shape their behavior. In psychological studies, this approach reveals the complex relationship between the stimuli received, how individuals respond to them, and the role of thinking and information processing in the process. In this research, the author uses descriptive analysis theory on Arabic learning videos. The purpose of this study is to explain how cognitive learning theory, behaviorism (stimulus-response) and its implementation in Arabic language learning are related.

## II. THEORITICAL BASIS

The full awareness that an educator has to see carefully the problems of language learning will create effective and efficient language learning and develop the creativity of an educator. Therefore, an approach or assumption can be developed in a particular method, as well as an approach. The approach that has developed currently is based on learning theories. Such as behavioral learning theory and cognitive learning theory.

The important behavioral learning theory is input in the form of stimulus and output in the form of response. This learning theory views individuals as reactive creatures who respond to the environment. Experience and nurturing will shape their behavior (Arisnaini, 2022). Cognitive learning theory emphasizes that a person's behavior is determined by their perception and understanding of situations related to their learning goals. This theory emphasizes the learning process more than learning outcomes. The cognitive learning model is a form of learning theory which is often referred to as a perceptual model (Badi'ah, 2021).

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## III. METHODOLOGY

The type of research the author conducted was descriptive qualitative research. This research describes the perception of learning theory. The purpose of using this research approach is to descriptively reveal the theories of cognitiveism and learning theory.

The analysis method used is descriptive analysis aimed at analyzing the role of cognitive and behaviorism learning theories on Arabic language microteaching. The analytical method used is descriptive analysis aimed at analyzing the role of cognitivism and behaviorism learning theories on Arabic language learning. Researchers will analyze and describe the learning theory in Arabic contained in the data source, namely Arabic learning videos. (https://youtu.be/3b2kwKd_Uqk?si=AEsFL5xkvlGqshwi).

## IV. RESULTS

| No. | Minutes | Description | Analysis |
|---|---|---|---|
| 1 | 0:15 - 0:37 | The teacher says greetings and greets students with Arabic then students answer the teacher's greetings. Then proceed with reading the prayer together | In this activity there is a relationship stimulus- response relationship between teachers and students. The theory related to this activity is the theory put forward by Guthri which explains that the relationship between stimulus and response is temporary, therefore in learning activities, students need to be given stimulus as often as possible so that the relationship between stimulus and response is stronger and more stable. From this theory we can see that the teacher always gives the stimulus of greetings and expressions of greetings to students, so that the answers to the greetings and greetings from the teacher are remembered strongly by learners. |
| 2 | 1:13 - 2:25 | The teacher asks the participants Students related to what material will be learned, then students answer the teacher's questions. Furthermore, the teacher explains the learning objectives of the material to be learned and continues by providing apperception to students. | In this activity the teacher provide a stimulus to students about the importance of learning Arabic, so that students are motivated to always be enthusiastic about learning Arabic. As stated in the independent curriculum that before starting learning it is recommended for teachers to always provide apperception to students to increase learning motivation. learners. The theory that related to this activity is the theory put forward by Guthri where this activity is always carried out by the teacher to students in order to always increase the motivation of participants students in learning Arabic. |
| 3 | 3:59 - 7:38 | The teacher displays a picture related to the material being studied, namely the names of animals (*asmaa al hayawanaat*) on the projector screen. Then the teacher displays mufrodat about the names of animals one by one. The teacher mentions the mufrodat and is followed by students, after that the teacher asks the meaning of the mufrodat to students and students together guess the meaning of the mufrodat. And to make sure the learners' answers are correct or not, the teacher displays them with a picture. | - This activity is related to the theory put forward by Pavlov, namely the principle of learning is basically a string of stimulus-response. stimulus- response. The stimulus in this activity is shown by the writing and images on the projector screen, as well as the teacher's speech and the response is the repetition of the teacher's speech by the students.<br>- The theory that relates to this activity is the theory of cognitivism. theory proposed by Bruner which explains that there are stages of cognitive development of students. One of them is, iconic development, which is the stage of development where students acquire knowledge not directly through concrete objects or real situations in the surrounding environment but through verbal visualization or visualization pictures. |

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| 4 | 7:40 - 9:07 | The teacher explains the material about *asmaa al hayawanat* whichis accompanied by the material of pointing words (*ism al isyarah*). Then the teacher mentions the sentence on the projector screen and is followed by the students. | - This activity is related to thetheory put forward by Pavlov, namely the principle of learning is basically a string of stimulus- response. The stimulus in this activity is shown by the writingand images on the projectorscreen as well as the teacher'sspeech and the teacher's response. the response is repetition of the teacher's words that the learners do. <br> - The theory that relates to this activity is the theory of cognitivism, proposed by Bruner, which explains that there are three main cognitive processes. theory proposed by Bruner which explains that there are three main cognitive processes. One of them is the process of acquiring new information, where individuals receive new information through various ways such as reading, listening to teacher explanations, or using other sources audiovisual. |
|---|---|---|---|
| 5 | 9:08 - 10:50 | The teacher displays a reading text, then asks the learners to follow the teacher's reading. The teacher reads the text sentence by sentence and is followed by the learners and is accompanied by translating the text read. | - In this activity there is a stimulus-response process carried out by teachers and students. This is related to Pavlov and Guthri's theory, namely the process of imitation, repetition, and reinforcement when learning takes place. <br> - The theory that relates to thisactivity is the theory of cognitivism. The cognitive approach in language learning can be understood as a complex thinking process and children are considered as active actors in the process language learning. |
| 6 | 10:51 - 12:28 | The teacher assigns students to write questions on the projector screen and answer them in their notebooks. The questions given are questions related to the text read previously. | - In this activity there is a stimulus and response in learning. The stimulus given by the teacher is in the form of a question task on the projector screen and the response is that students answer the questions in their respective notebooks. questions intheir respective notebooks. <br> - The theory related to this activity is the theory of cognitivism proposed by Bruner and which explains that there arethree main cognitive processes. One of them is the process of transforming the information received, i.e. the individual processes the information received and transforming the information, digesting, understanding and analyzing it to produce a deeper understanding. Pieget also suggested thatindividuals can develop theirown knowledge: Piaget's cognitive theory emphasizes that individuals have the ability to develop their own knowledge through continuous interactionwith the environment change. |
| 7 | 12:30 - 13:17 | The teacher assigns an exercise the second by showing pictures and questions related to *asmaa al hayawanat and ism al isyarah*. Then learners answer the questions. Then learners answer the questions simultaneously. After that the teacher asks learners to write the answers that have been answered simultaneously in theirrespective notebooks. | This activity shows Pavlov's experimental theory developed by Skinner. Where this activity strongly holds the principle of classical conditioning. This is shown by the pleasant atmosphere when the teacher gives tasks to students, where the teacherdisplays an interesting picture on the projector screen as a stimulus and then the students answer it in an interesting way together as a response |
| 8 | 13:19 - 13:50 | The teacher *challenges* the learners to practice conversations related to*asmaa al hayawanat and ism al isyarah*. Then there were two learners who ventured to come to the front of the class and practiced the conversation | - In this activity there are stimulus and response. Where the stimulus is the learner who holds the picture card and the response is the opponent talk. |

## V. DISCUSSION

Based on the results of the analysis of Arabic language learning videos, it shows that there are implications of behaviorism and cognitivism theory in the Arabic language learning process. Of the two theories, the one that is most widely implemented in micro teaching videos is stimulus-response theory with the theoretical approach of Guthri, Pavlov, and Skinner. The cognitivism theory implemented in the micro teaching video uses theories from Bruner and Piaget.

In the micro teaching video for Arabic language learning, it can be understood that during the learning process the teacher can combine the two theories at once to be implemented with students. If you look at the learning process, the teacher and students are very interactive, the class atmosphere is lively and not boring. The students also seemed very enthusiastic in the learning process, because the teacher's methods and methods of teaching in class were very good, plus the media and facilities used were sufficient to support the Arabic language learning process.

The stimulus-response theory in the video is based on the theory put forward by Guthrie and Pavlov that the teacher's job (to make students learn) is to provide stimuli for students, so that later students will respond and this makes it easier for students to learn. The stimulus provided can be in the form of creating media or illustrations in certain material areas (Muflihin, 2009). As an illustration of the Arabic language learning video, the teacher provides stimulus to students using visual media in the form of images displayed on the projector screen and also picture cards used during game sessions, and this activity makes students respond and be enthusiastic in learning Arabic. These activities can foster students' interest in learning in the classroom.

There are several studies that use behaviorism theory in learning, for example by using e-learning stimuli such as the study conducted by Edy in 2011 which was quoted by Suharyanto and Adele in their article on the application of E-learning as a teaching aid in the world of education regarding the use of E-learning websites and Its influence on motivation, performance and learning outcomes for vocational school teachers and students in Central Java Province obtained the following results:

1. The level of use of E-learning has a positive and significant effect on learning motivation.
2. The level of use of E-learning has a positive and significant effect on individual performance.
3. Motivation has a significant effect on learning outcomes.
4. Individual performance has a positive and significant effect on learning outcomes.

The results obtained indicate that e-Learning learning media can influence and increase students' learning motivation, this is also related to increasing students interest in learning. Increased learning motivation is based on interest in learning.

The theory of cognitivism in the Arabic language learning micro-teaching video is in accordance with the implementation of the theory of cognitivism put forward by Piaget. The implications of Piaget's theory of cognitive development in learning are: Children's language and way of thinking are different from adults. Therefore, teachers teach using language that suits the way children or students think. Students will learn better if they can deal with the environment well (Ibda, 2015). Teachers must help children to interact with the environment as well as possible. The material that children must learn should feel new but not unfamiliar. Provide opportunities for children to learn according to their developmental stage. In the classroom, children should be given the opportunity to talk and discuss with their friends (Pahliwandari, 2016).

In general, the theory of cognitivism focuses more on how to understand students' cognitive structures, and this is not easy. By understanding students' cognitive structures, language lessons can be appropriately adjusted to the extent of students' abilities. Apart from that, the model for preparing Arabic language learning material should be arranged based on certain patterns and logic so that it is easier to understand. The preparation of Arabic language learning material is made in stages, starting from the simplest to the most complex. In the learning process, as much as possible, you should not only focus on memorizing, but also understanding what is being studied, so it will be much better than just memorizing vocabulary (Nurhadi, 2020). In the Arabic language learning micro-teaching video, the teacher really prepares a model for preparing learning materials by adjusting the cognitive abilities of the students. Where the teacher starts by studying vocabulary first, then studying sentences that contain the vocabulary being studied. So that learning is not saturated and boring, teachers use digital and print visual media as well as interactive learning.

These results are also in accordance with research conducted by Fahyuni (2011) which stated that elementary school students experienced an increase in their reading ability due to student interaction with learning media, in this case in the form of picture story media. Learning by using learning media will form a mastery process because of interaction in learning. Of course, the learning process carried out by Fahyuni is based on the theory of cognitivism so that it can influence cognitive improvement in students (Fahyuni and Bandono, 2015).

## VI. CONCLUSIONS

Based on the results of research from Arabic language learning videos, it shows the implications of the theory of behaviorism and cognitivism in the Arabic language learning process. It can be seen from the results of the article that the most important thing

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from the theory of behaviorism is input or input in the form of stimulus and output or output in the form of response and cognitive theory directly contains implications for Arabic language learning seen from the point of view of Piaget and Brunner with each of their characteristics. Arabic, like other languages, has its own characteristics. Therefore, to explore and learn it requires a separate ability including its psychology, to find out the characteristics of the difficulties contained in the language. Learning psychology is essentially the application of methods and theories to the world of education and learning, so that this psychological method can be applied in many applicable ways in the field of educational services, especially Arabic through a psychological approach.

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