Implementation of Arabic Animation Videos in Maharah Istima Learning Based on Behavioristic Theory

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Abstract

This study aims to implement Arabic animation videos in learning Maharah Istima' (listening skills) based on behavioristic theory. The background of this research is based on the challenges in learning Arabic, especially in improving students' listening skills which are often considered less interesting and monotonous. Behavioristic theory was chosen because it emphasizes habit formation through repetition and reinforcement, which is considered effective in language learning. In addition, there are three reinforcements in behavioristic theory that are stimuli to get a good response from students, namely positive, negative, and punishment reinforcement. The research method used is a descriptive qualitative research method. The participants in this study are students in class PBA A UIN Maulana Malik Ibrahim Malang. Data was collected through interviews and observation of student activities during learning. The data analysis technique used is the Miles & Huberman interactive analysis technique with three stages, namely data reduction, data presentation, and conclusion drawn. The results of the study show that the use of Arabic animation videos in Istima' learning can help students increase motivation and understanding. The behavioristic theory used during the learning process can make students focus in class. The implication of this study is the importance of integrating technology and creative media in learning Arabic, especially in developing more interactive and interesting learning methods based on relevant learning theories. This research contributes to the development of innovative Arabic language learning strategies oriented towards improving students' skills.

Keywords : implementation, arabic animation video, maharah istima', behavioristic theory

A. Introduction

Language is a system of sound symbols that humans make through their speech devices, used as a means of communication and interaction. There are many different languages, and one of them is Arabic. Arabic has an important role in human life, especially for Muslims. This is because the language used in the Qur'an is written in Arabic. However, the interest in learning Arabic among students tends to be low, as not all schools offer such subjects, which makes it seem difficult for students to learn Arabic.[1]

Arabic is one of the most sought-after foreign languages to learn in Indonesia, making it almost like a second language after Indonesian. In Islamic boarding schools, Arabic is often prioritized over Indonesian. This preference is due to the important role that the Arabic language plays in Islam, as the original Islamic knowledge is written in Arabic.[2] Arabic is one of the 25 official languages in various countries, and is used by Muslims for Islamic worship and the language of the Quran. Therefore, it is not surprising that Arabic is also used as the official language used by its speakers to communicate.[3]

In learning a foreign language such as Arabic, students need to understand the principles of its use. This not only includes comprehension, but also expands their vocabulary to improve Arabic language skills. Sometimes, there are students who focus on the grammatical aspect without expanding their vocabulary knowledge. This can make it difficult for them to use Arabic directly due to their limited vocabulary. In order to succeed in learning Arabic, it is recommended that students also expand their knowledge of vocabulary, not just about grammar. Vocabulary is an important aspect of learning a foreign language and enriching vocabulary will increase students' confidence in using Arabic orally.[4]

Effective acquisition of Arabic can be achieved through the use of appropriate teaching methods. It is critical for educators to develop and innovate their instructional approach to align with students' evolving attitudes and interests regarding the subject matter. In various educational institutions in Indonesia, Arabic has become one of the most commonly presented subjects, showing public awareness of the importance of learning the language. Especially for Muslims, learning Arabic is very important to understand and apply Islamic teachings conveyed in Arabic. Without mastering the Arabic language, the understanding and application of Islamic knowledge and teachings will be hampered.[5]

Learning Arabic aims to develop a person's ability in the field of language, both oral and written. There are four main skills that a person learns in learning a

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[1]Fatah Yasin Al Irsyadi, Aziz Prasuci Priambadha, dan Yogiek Indra Kurniawan, "Permainan Pendidikan Bahasa Arab untuk Siswa Kelas IV Sekolah Dasar Islam Terpadu Nahdlatul Ulama Cepogo," Jurnal *Manajemen Informatika (JAMIKA)* Volume 10, no. April (2020): 12.

[2]Fatoni Nurhayati, Muhammad Suib, "Esensi dan Penyebab Kesulitan Bahasa Arab dan Penanganannya dalam Pendidikan," Ta *'Limuna : Jurnal Pendidikan* 1, no. 1 (2022): 84–91.

[3]Fika Magfira Tungkagi, Ibadurrahman Ali, and Yuslin Kasan, "Problematika Pembelajaran Bahasa Arab Pada Mahasiswa Lulusan Non-Madrasah Di Prodi Pendidikan Bahasa Arab Iain Sultan Amai Gorontalo," *Al-Fakkaar* 3, no. 1 (2022): 15, https://doi.org/10.52166/alf.v3i1.2854.

[4]Lutfiah Hanifah, "Penggunaan Film Arab Untuk Meningkatkan Kemahiran Istima' Dan Kalam Serta Penambahan Wawasa Mengenai Mufradat," no. Oktober (2022): 11.

[5]Azkia Muharom Albantani, "Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah: Ide Terobosan," *Attadib Jurnal Pendidikan Dasar* 3, No. 2 (2018): 73.

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language, including Arabic. In the world of foreign language education, knowledge and skills in using language are called linguistic abilities (*maharatal-lughah*). The four skills are, listening skills (*maharah istima'*), speaking skills (*maharah kalam*), speaking skills (*maharah qiro'ah*), writing skills (*maharah kitabah*).[6]

Language skills can be acquired in a variety of ways, including by learning a language or also acquiring a language naturally. Learning a language means acquiring a language with awareness and deliberate effort. Language acquisition, on the other hand, refers to the natural process by which language is acquired informally, focusing on understanding language through its relationship with context.[7] A person who acquires language skills, will find it easy to convey his ideas and thoughts to others. For this reason, the four language skills are related to each other. One of the language skills that plays an important role is *istima'*.

Maharah *Istima'* is one of the four language skills (listening/istima, speaking/kalam, reading/qira'ah and writing/kitabah) that students first learn before learning the other four language skills. Good listening skills are very beneficial in understanding the main idea in detail. According to Rusydi Ahmad Thuaimah, among the abilities that can support listening skills include: a) having a good knowledge of Arabic, both in ashwat, sentence structure, and other aspects of the language, b) knowing the latest Arabic theme, c) knowing what goals or directions are discussed in the theme, d) having experience speaking Arabic, e). knowing the cultural forms related to the Arabic language.[8]

In the educational process, learning media is an important factor that supports the sustainability of teaching and learning activities. Especially in learning foreign languages such as Arabic, learning media has a very important role in enriching the learning experience of students. To create an effective and fun learning environment for students in learning Arabic, teachers can use simple learning media that they make their own or make use of existing media.[9]

To develop listening skills (*maharah istima'*), teachers must prepare everything that supports learning, as Mawaddah said in his research that in learning maharah istima', there must be three things that must be done, namely planning, implementation, and evaluation.[10] In addition, teachers must be creative and innovative in using learning strategies or media so that learning goals are achieved. Teachers can use technology in the form of video media to carry out *maharah istima' learning* in order to obtain effective and efficient teaching and learning conditions.[11] The use of technology in learning has become a fundamental aspect in responding to the times. In the context of learning Arabic, the integration of technology is not only considered an innovation, but also a necessity

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[6]Syafi'i Handayani, Sri, 'Pemanfaatan Video Animasi Youtube untuk Meningkatkan Pengembangan Maharah Istima 'Arab', *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 3.2 (2022), 105.

[7]Maryam Nur Annisa, Dian Arista, dan Yadin La Udin, 'Akuisisi Bahasa Arab sebagai Bahasa Kedua', 12.2 (2021), 84.

[8]Qomi Akid Jauhari, "Belajar Maharah Istima di Pba Uin Maulana Malik Ibrahim Malang. Tarbiyatuna, 3 No. 1 (2018): 129.

[9]Hanifah, "Penggunaan film Arab untuk meningkatkan keterampilan Istima' dan Kalam serta penambahan wawasan tentang mufradat."

[10]Mawaddatul Jannah, "Technology-Based Learning Management of Maharah Istima ' at Language Unit of Raudhah Al-Lughah Al-Arabiyah" 4, no. 2 (2024): 303–17.

[11]Ulfah Nur Afifah, "Media Pembelajaran Maharah Istima' Berbasis Video Animasi Untuk Siswa Madrasah Ibtidaiyah," *Jurnal Bahasa Arab* 5, No. 2 (2021): 181–88.

to expand the scope and increase the effectiveness of education.[12] This is done so that students do not get bored during the teaching and learning process, especially learning foreign languages, such as Arabic. In addition, learning using videos can also increase students' motivation in learning.

The increase in motivation to learn Arabic through video media has been researched by several previous researchers, such as research conducted by Ramandha. The results of the study through observation and observation showed an increase in students' learning motivation with a success rate of 80% or categorized as very good after learning Arabic using videos.[13]

Arabic learning videos in this day and age are very easy to get on the internet, one of which is Youtube. Searching for videos on Youtube is an efficient option to gain knowledge. This is in line with research conducted by Haryadi Mujiyanto which examines the positive role of Youtube in increasing student learning motivation. The results of the study show that there is an increase in learning motivation by using Youtube. There is a large selection of animated videos on Youtube, including videos about learning maharah istima'.[14]

The teaching and learning process must be based on expert theory so that the results obtained can be maximized. One of the learning theories is B.F Skinner's Behavioristic theory. This theory considers that the important thing in the learning process is input in the form of stimuli and results in the form of responses (responses). The stimulus provided by teachers can be in the form of positive stimulus, which is appreciation for positive behavior from students, and also negative stimulus, which is a reduction in the workload for the efforts and results of the students.[15] Based on this, the researcher tried to apply this theory of behaviorism in the learning process of maharah istima' using youtube animation videos. The purpose of this study is to determine the effectiveness of the application of behaviorism theory in learning Arabic using animated videos. The results of this study can be used as a reference for teachers to use behaviorism theory in carrying out the learning process.

B. Method

This research is a descriptive qualitative research. Qualitative research is research based on phenomenology. While descriptive research is research that directs to show facts, or events in a systematic and correct manner about the characteristics of the population.[16] The subjects in this study are 20 PBA UIN

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[12]Muhammad Azhar and Hakmi Wahyudi, "Penggunaan Teknologi Dalam Pembelajaran Bahasa Arab Di Indonesia" 6 (2023): 3160–68.

[13]Makfiro Nikmatul, Fithriyah Aidah, Nidhomillah, "Eksplorasi Motivasi Belajar Bahasa Arab Menggunakan Video Pada Mahasiswa Magister Pendidikan Bahasa Arab" 4, no. 2 (2024): 275–88, https://doi.org/10.32505/Hikmah.V14i1.6133.5.

[14]Nahli Anisa dkk., "Implementasi Media Audiovisual Dalam Pembelajaran Maharah Istima'," *Prosiding AEC : Konferensi Pendidikan Arab*, 2021, 40–48

[15]Lusi Oktavia and Maemonah Maemonah, "Penerapan Teori Belajar Behavioristik B.F Skinner Dalam Memotivasi Siswa Pada Pembelajaran PAI Di Sekolah Dasar," *Instructional Development Journal* 5, no. 1 (2022): 53, https://doi.org/10.24014/idj.v5i1.19285.

[16] Achmad Sirojul Munir and Muassomah Muassomah, "Implementasi Teknologi Informasi Dan Komunikasi Dalam Pembelajaran Bahasa Arab Di MI Manarul Islam Malang," *Lisanul Arab: Journal of Arabic Learning and Teaching* 10, no. 1 (2021): 93–102, https://journal.uinsi.ac.id/index.php/bjle/article/view/6403.

Malang students class A. Data is collected through various sources, namely observations, interviews, and classroom learning documentation.[17] In addition, the author also obtained data from secondary data in the form of articles, books, and journals. The observation carried out by the researcher was by recording some information related to the learning of maharah istima' in the classroom. The interview was carried out to obtain additional information related to istima' learning activities using Arabic animation videos based on B.F Skinner's theory of behaviorism. So that data collection techniques are carried out by observation, documentation, interviews and literature research.[18]

Table 1. Guidelines for Interviews with Students

No.	Question	Object
1.	Do you like istima' lessons in Arabic?	
2.	Is istima' learning using Youtube animation videos more interesting and easy to understand than using manual methods?	Student
3.	After applying the theory of behaviorism in learning maharah istima', are you more focused and more enthusiastic in learning?	
4.	Among the three reinforcements, namely positive, negative, and punitive, which one motivates you to focus on learning?	

Table 2. Indicators/Instruments Used in the Application of Behaviorism Theory

Reinforcement	Student Behavior	Stimulus given	Student response
Positive	Students listen and listen to Arabic animation videos and explain again as a form of understanding	Teachers appreciate students by giving praise and good additional grades	Listening, pay attention, and explaining well
Negative	Students listen and listen to Arabic animation videos and explain again as a form of understanding	Teachers appreciate students by reducing assignments	Listening, pay attention, and explaining well
Punishment	Students focus on other things outside of lessons	The teacher reprimands and records the student's name	Students focus on learning and do not divide their focus into other things

The author made observations by directly practicing the use of Arabic animation video media from Youtube for istima' learning in the PBA UIN Malang class. In the learning process with B.F Skinner's theory, the author observes the

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[17] Sitti Wardatul Humairoh, "Implementasi Pendekatan Teknologi Dalam Pembelajaran Bahasa Arab Di MTs Matsaratul Huda Panempan Pamekasan" 07, no. 01 (2025): 186–93.

[18] Amirotun Sholikhah, "Statistik Deskriptif Dalam Penelitian Kualitatif," *KOMUNIKA: Jurnal Dakwah Dan Komunikasi* 10, no. 2 (1970): 342–62, https://doi.org/10.24090/komunika.v10i2.953.

students' response to the stimulus given. Documentation techniques are also used to reinforce the data obtained from observations by reviewing the results of students' understanding after listening to the content of the film. Literature study is the last data collection technique that complements and supports the data obtained from observation and documentation.

The data analysis technique used is the Miles & Huberman interactive analysis technique. According to him, qualitative research data analysis can be carried out through 3 streams, namely data reduction, data presentation, and conclusion drawn. Data that has been taken from the process of observation, interviews, documentation, and literature studies, will be collected and analyzed according to indicators, then presented in the form of tables and descriptions, and then conclusions are drawn. The indicators used to analyze are in the following table.

Table 3. Indicators of Success in Learning Istima' with Animated Videos based on B.F Skinner's Behavioristic Theory

No.	Success Indicators
1.	During the learning period, students do not do any other activities other than those related to the material
2.	Students focus on listening to and listening to Arabic animation videos
3.	Students take notes on important things related to what they hear in the video
4.	Students re-explain the content of the video in Arabic as a form of their understanding of the content of the video

C. Findings and Discussion

The Utilization of Arabic Animation Videos in Maharah Istima' Learning

The Maharah al-Istima' course is taught with the aim that students can understand Arabic conversations spoken by native speakers directly or through the media and can understand them. To bring in native speakers from people who speak Arabic is very difficult for certain courses or institutions that have limited fees or networks. For this reason, Arabic conversation videos on Youtube are one of the alternative educators to teach Arabic, especially maharah istima'.

Video is one of the most effective media to support the learning process. Videos can present video and audio to students, adding a new dimension to listening learning. Agnew and Kellerman define video as a digital medium that displays the placement or sequence of images and gives the illusion of video, image, and fantasy. Video can also be described as a combination of still images that are read continuously at a certain speed. The combined image is called a frame, and the image read rate is called the frame rate in fps (frames per second).

Videos that are audio visuals have several benefits in learning, including attracting students' attention, making it easier to understand the material presented, motivating students, and providing a more enjoyable learning experience.[19] Videos have several types, one of which is animation.

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[19]Cahya Tini and Hamid Sidiq, "Implementasi Media Audio Visual Berbasis Animasi Bahasa Arab Dalam Pembelajaran Mahārah Istimā'," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (2023): 457, https://doi.org/10.35931/am.v6i2.2603.

Reiber explained that animation comes from the Latin anima, soul, life, and soul. In addition, the word animation is derived from the word animation, which comes from the root word animation in the English-Indonesian dictionary which means to animate. On the other hand, Munir defines animation as an image that contains objects that appear to be alive, caused by a collection of images that change regularly and appear alternately. Objects in an image can be text, object shapes, colors, or special effects.[20] Animated videos can be obtained and channeled to social media in the form of Youtube.

Based on Jones a & Kristen Cuthrell's findings that Youtube can be used by educators in learning in a variety of ways, as well as verifying the credibility of videos and evaluating their quality, lecturers use Youtube in Maharah al-Istima learning by using it during classroom learning. Videos that have been prepared by teachers or lecturers about Arabic are delivered to students in front of the class. After that, students were asked to listen and understand the Arabic conversation in the video. Student understanding is tested through evaluations that have been determined by lecturers or teachers.[21]

The procedure for using video as a learning medium is similar to the learning material prepared by the teacher, namely preparing videos for the needs and preparation of students and managing the classroom by arranging the placement of students according to the desired instructions. In his presentation, students are expected to understand the video as a complement to the material provided. And finally, the final assessment of the effectiveness of the use of video media in the learning process is an assessment, like a question and answer session from the material that has been delivered previously.

With youtube animation videos, students are also quick to capture the material given, moreover, the video has a lot of variety in it, because many have proven that students or even children quickly capture things that invite a lot of eye attention such as videos accompanied by color or even cartoons in them.[22] This is in line with the purpose of learning istima' conveyed by Rusydi Ahmad Thuaimah and Muhammad Assayyid Manna that maharah istima' is a human activity that aims at four things, namely: mastery, understanding, elaboration, interpretation, derivation, and the process of increasing IQ.[23] So, with interesting istima' learning media, it can support students to achieve the goal of learning maharah istima'. Boswood also explained in his research that animated videos used in language learning can add excitement and make learning conducive.[24]

The use of youtube videos for learning Arabic has been practiced by the author in one of the PBA classes of UIN Maulana Malik Ibrahim Malang. Where the

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[20]Handayani, Sri, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima ' Bahasa Arab."

[21] Hamidah Hamidah dan Marsiah Marsiah, 'Belajar Maharah Al-Istima' dengan Memanfaatkan Media Youtube: Masalah dan Solusi', *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 8.2 (2020), 147–60.

[22]Handayani, Sri, "Pemanfaatan Video Animasi Youtube Untuk Meningkatkan Pengembangan Maharah Istima ' Bahasa Arab."

[23] Jauhari, "Pembelajaran Maharah Istima Di Jurusan Pba Uin Maulana."

[24]Norhayati Che Hat, Shaferul Hafes Sha'ari, and Mohd Fauzi Abdul Hamid, "Persepsi Pelajar Terhadap Penggunaan Animasi Dalam Pembelajaran Bahasa Arab," *Jurnal Teknologi (Sciences and Engineering)* 63, no. 1 (2013): 25–29, https://doi.org/10.11113/jt.v63.1683.

author prepared a cartoon video containing Arabic conversations with original accents with the theme of friendship. In the video, there is an Arabic conversation between the father and his two children in the car heading to his grandmother's house. After arriving at the grandmother's house, there was an Arabic conversation between the grandmother and her grandson. This conversation about friendship was then listened to and noticed by the students in the class.

The video that the author conveyed in class, the author played twice. This aims to improve students' understanding of the content of the conversation in the video. The first screening, aimed to introduce the video to students. The second screening aims to strengthen students' understanding of the maharah istima' learning material in the video.

After finishing paying attention to the learning videos, the author divided the students into several groups. Each group discusses the content of Arabic conversations in the video. After the discussion, the author appointed one of the groups randomly to present or convey the results of the discussion about the content of the video in front of the class using Arabic.

The use of this video received a positive response from students, who argued that the Arabic animation video used in learning maharah istima' has advantages over just listening directly from the teacher or just audio. Among these advantages, which are more interesting, not boring, the story animation in the video helps students understand vocabulary that is not yet known.

This statement is in line with the research conducted by Nikmatul on the exploration of learning motivation of Arabic students using videos. In his research, learning Arabic using videos can increase student learning motivation. This motivation is due to the fact that Arabic videos have several advantages if used in learning, namely more interesting, easy and flexible access, and help increase enthusiasm and eliminate boredom in learning Arabic.[25]

Application of Behavioristic Theory in Learning Maharah Istima'

From a behavioristic perspective, learning can be simplified as a form of change experienced by the individual, manifested as a new behavioral ability resulting from the interaction between stimuli and responses. According to Sugiyono &; Hariyanto, the main concern of behavioristic learning theory is to study the consequences of the interaction between stimuli and observable and measurable responses or outputs.[26]

The learning theory of behaviorism has produced various learning designs that have a wide influence on teaching practices and the use of learning tools.[27]The implementation of behavioristic theory in the learning process depends on several factors, such as learning objectives, subject matter, individual

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[25]Nikmatul, Fithriyah Aidah, Nidhomillah, "Eksplorasi Motivasi Belajar Bahasa Arab Menggunakan Video Pada Mahasiswa Magister Pendidikan Bahasa Arab."

[26]Zaenal Arifin and Humaedah Humaedah, "Application of Theory Operant Conditioning BF Skinner's in PAI Learning," *Journal of Contemporary Islamic Education* 1, no. 2 (2021): 101–10, https://doi.org/10.25217/cie.v1i2.1602.

[27]Hardianto, "Paradigm of Behavioristkik Theory in the Development of Multimedia Learning."

characteristics of students, type of media used, available learning facilities, learning environment conditions, and reinforcement provided.[28]

The application of Behavioristic theory in the teaching and learning process starts from teachers providing stimulus to students. In this case, there are 3 reinforcements given by teachers, namely positive, negative, and punishment reinforcement. The three reinforcements were conveyed by teachers before the start of the teaching and learning process. This is intended to stimulate students to focus more on learning, because whatever they do during the learning process will have consequences. Anyone who listens and follows seriously, will get a reward, and those who are not serious will get a punishment.

The first reinforcement given by teachers is positive reinforcement. Positive reinforcement is a stimulus that can reinforce or encourage a particular response. This reinforcement is in the form of gifts, both verbal and non-verbal. Positive reinforcement will have consequences that please students to perform certain behaviors.[29]

The positive reinforcement given by teachers is to give gifts to students who do 4 things. Namely orderly, paying attention and listening to Arabic videos well, recording the content and messages in the video, and being able to convey the content of the video in their own language as a form of understanding.

In addition to positive strengthening, there was also negative strengthening. That is, stimuli that can strengthen or encourage a certain response. The difference between positive and negative reinforcement is in the stimulus given. If the positive reinforcement of the stimulus is the giving of gifts, then the negative reinforcement of the stimulus is the reduction of the task load.

The implementation of negative reinforcement in learning maharah istima' by using animated videos in PBA classes is that teachers will reduce the burden of students' assignments if they do 4 things, namely orderly, paying attention and listening to Arabic videos well, recording the content of messages in the videos, and being able to re-convey the content of the videos in their own language as a form of understanding.

Then the last reinforcement is punishment. In practice, teachers give punishments to students who violate 4 things, namely disorderly, not paying attention and listening to the content of the video, not taking notes, and not being able to explain the content of the video. The punishment given by the teacher here has two stages, the first is by reprimanding directly, and the second is by recording the name of the student concerned.

In the observation process carried out by the researcher during learning, plus data from the interview process, there were 70% of students who were motivated by positive reinforcement. That is, they pay attention to learning with the aim of getting good grades and additional grades given by teachers. There are 20% of students who are motivated by negative reinforcement, that is, they pay attention to learning with the aim that there is no additional workload given. And those who are motivated by punishment are 10%, namely those who pay attention to learning

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[28]Slamet Huda, Miftahul, Fawaid Ach, "Implementasi Teori Pembelajaran Behavioristik dalam Proses Pembelajaran," *Prajurit: Jurnal Pendidikan Karakter* 1, no. 4 (2023): 64–72.

[29]Maghfur, "Teori Operant Conditioning Dalam Pembelajaran Bahasa Inggris Dan Arab" 20, no. 1 (2022): 139–58.

because they are not comfortable with the reprimand from the teacher and are afraid if their name is recorded with the threat of giving bad grades.

The following are the results of interviews from student representatives who participated in learning with the application of behavioristic theory :

1. Student 1 *: Learning maharah istima' using animated videos makes learning even more interesting, because the voice and accent of the video are similar to the original Arabic voice and accent, so it makes me more trained to listen and understand the original Arabic conversation. As for reinforcement, I am motivated by positive reinforcement because in addition to practicing understanding, I also have a target to get good grades.*
2. Student 2 : *I prefer to learn maharah istima' with animated videos rather than just with sound without any video shown. Because by watching the video, I can guess the conversation or intention in the video if there is an Arabic vocabulary that I don't know. For reinforcement, I am motivated by negative reinforcement, because I don't really like too many tasks, so it's better to get serious in some time and get the task done right then and there.*
3. Student 3 : *I prefer to learn maharah istima' with animated videos because it's like learning by watching a movie, so it's more interesting and not boring, but there's still learning in it. For reinforcement, I was motivated by reinforcement because of punishment, because I was afraid if I got bad grades and had to repeat the same course next semester.*

Analysis of the Success of the Aplication of Behavioristic Theory in Maharah Istima' Learning

Based on interviews and observations conducted by researchers, researchers have succeeded in collecting data during the learning process. The data will then be analyzed using Miles & Huberman's interactive analysis technique in three stages, namely data reduction, data presentation, and conclusion drawing.[30]

Data Reduction Results

The reinforcement of the behavioristic theory used in the learning of maharah istima' uses three reinforcements, namely positive reinforcement, negative reinforcement, and punishment. The stimulus used in learning is an Arabic animation video.

In positive reinforcement, lecturers give praise, added value, or rewards when students are able to explain the content of the Arabic video. The response to the reinforcement is that students show enthusiasm, focus, and active participation during the learning session. The results of the strengthening include, students are motivated to be more serious in participating in learning, listening skills increase, and students feel appreciated and more confident.

The second strengthening is negative strengthening. Lecturers provide negative reinforcement by reducing additional assignments or learning pressure for students who are serious about paying attention to learning videos. The stimulus provided was the replay of animated videos to reinforce understanding. The response and results were that students showed improvement after listening

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[30]Halimah Sa'diyah Qomaruddin, "Kajian Teoritis Tentang Teknik Analisis Data Dalam Penelitian Kualitatif" 1, no. 2 (2024): 77–84.

to videos repeatedly, students were more enthusiastic about learning without excessive pressure on assignments.

The last reinforcement is punishment. In this case, the lecturer gives punishment in the form of a reduction in grades and a reprimand to students who do not pay attention to learning properly. The stimulus used is an Arabic animated video as a tool to evaluate student understanding. As a result, students become more disciplined and serious in participating in learning, students who were initially less motivated began to try to improve their abilities to avoid punishment.

Table 4. Positive Reinforcement

Aspects	Description
Stimulus	Interesting Arabic animation videos
Responds	Students are enthusiastic, focused, and actively participating
Reinforcement	Praise, added value, or reward when students answer correctly
Result	Student motivation and abilities increase

Table 5. Negative Reinforcement

Aspects	Description
Stimulus	Animated videos play repeatedly to reinforce comprehension
Responds	Students who initially had difficulty began to show understanding
Reinforcement	Additional assignments or study pressure are reduced for students who have shown progress
Result	Students feel comfortable and motivated without excessive pressure

Table 6. Punishment

Aspects	Description
Stimulus	Animated videos are used as an evaluation tool
Responds	Students who are not serious and unable to re-explain the content of the video will be given consequences
Reinforcement	Reprimands and deductions will be given
Result	Students become more disciplined and serious in learning

After reducing and presenting the data, the last stage is drawing conclusions. The conclusion drawn by the researcher is by combining the results of the data

that has been presented with the success indicators that have been set previously. The conclusion will be presented by the author in the following table.

Table 7. Negative Reinforcement

No.	Success Indicators	Result
1.	During the learning period, students do not do any other activities other than those related to the material	Students are more disciplined and serious in learning
2.	Students focus on listening to and listening to Arabic animation videos	Student motivation and abilities increase
3.	Students take notes on important things related to what they hear in the video	With the implementation of the three reinforcements, students must be able to explain the content of the video by first noting important things related to it
4.	Students re-explain the content of the video in Arabic as a form of their understanding of the content of the video	Students are able to explain well because they are motivated by good grades and avoid punishment

Based on the table, there is a similarity or relationship between success indicators and research results. For this reason, it can be concluded that learning maharah istima' using animated videos based on behavioristic theory can increase student motivation and understanding.

D. Conclusion

Based on the results of the research, it can be concluded that learning maharah istima' using Arabic animation videos based on the theory of behaviorism can increase students' understanding and motivation to learn. This is evidenced by the results of interviews, observations, and literature studies conducted by researchers with the results of changes in student responses due to the stimulus given. The results of data reduction from observations and interviews in class PBA A UIN Maulana Malik Ibrahim Malang showed that 70% of students were motivated because of positive reinforcement, 20% were motivated because of negative reinforcement, and 10% because of punishment. With the application of stimulus from the theory of behaviorism, students will be more disciplined and serious in learning, student motivation and understanding will also increase. The implications that can be taken for the development of Arabic language learning include: 1) Educational institutions must consider the integration of digital media in learning, such as youtube animation videos so that learning is more interesting and not monotonous. 2) In learning practice, it must be based on behavioristic theory, which is a theory that applies stimulus to get the maximum response from students. The stimulus provided can be in the form of three reinforcements, namely positive reinforcement, negative reinforcement, and punishment.

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