# Behaviorism Approach: Julian Rotter's Theory And Its Reorientation In Addressing Students' Difficulties In Learning Arabic Language

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**Abstract**
This study examines Julian Rotter's approach to behaviorism on the locus of control related to its application in learning Arabic. This study seeks to complement the shortcomings of previous studies that were not discussed, namely the behaviorism approach in learning Arabic from the perspective of Julian Rotter's theory. The theory of behaviors by Julian Rotter suggests that there are four aspects of Locus of Control, namely: potential behavior, expectations, values of reinforcing elements, and psychological situations. This research uses a qualitative approach with the literature review method. A literature review is a method of studying library sources to obtain research data. The results of this study show that all aspects of Locus of Control can be applied to motivate students further to learn Arabic. Regarding learning, locus of control can be an alternative to enrich perspectives in learning guidance procedures to address students' learning difficulties. This is inseparable from two factors influencing students' learning difficulties: internal (psycho-physical) and external (social) factors. Following the described findings, reorienting the locus of control in managing student learning difficulties systematically and comprehensively can be an expected format to help accurately diagnose students' learning difficulties so that programmed intervention steps can effectively assist students in solving their problems. The process includes case identification, problem identification, diagnosis, prognosis, remedial/referral, evaluation, and follow-up. All these stages are carried out by integrating the locus of control system.
**Keywords:** Arabic Learning; Behaviorsm; Locus of Control; Julian Rotter

## INTRODUCTION

Learning is understood as the process of behavioral change resulting from individuals' interaction with their environment (Pane, 2017). Behavioral changes towards learning outcomes are continuous, functional, positive, active, and directed. The process of behavior change can occur under various conditions based on explanations from education and psychology experts (Herdiana, 2017). Learning, on the other hand, is the process of interaction between learners and educators, with study materials, delivery methods, learning strategies, and learning resources in a learning environment. Furthermore, the success in the learning process can be seen through the level of achievement in educational goals (Siregar et al., 2020). With the achievement of learning goals, it can be said that the teacher has succeeded in teaching. Thus, the effectiveness of a learning and teaching process is determined by the interaction among these components.

Students in Arabic language learning face various learning difficulties that impact the achievement of the designated Arabic language proficiency (Haniah, 2014). Some difficulties experienced by students stem from teaching approaches and strategies that do not stimulate students to learn (Misdawati, 2019). Irrelevant approaches and strategies

lead to low learning motivation, the emergence of negative attitudes towards learning, and the failure to achieve learning goals (Rosyid & Baroroh, 2019). Several difficulties experienced by students stem from teaching approaches and strategies that do not stimulate students to learn. Aziza & Muliansyah's study shows that students' learning difficulties in mastering language materials are caused by monotonous teaching strategies and approaches (Azizah & Muliansyah, 2020). Monotonous teaching approaches and strategies have led to a lack of interest and reluctance in learning (Wijanarko, 2017).

Students' learning difficulties are also caused by the lack of supportive stimuli provided by teachers in learning (Ridlo, 2019). These difficulties have an impact on the incomplete mastery of the Arabic language (Muzaffar, 2017). Research reports by Said indicate that 27% of students have moderate Arabic language proficiency, 53% have low proficiency, and 20% have very low proficiency (Said, 2018). Similar findings were presented by Rosmayanti & Kosim, showing that the learning outcomes of Arabic language students at Madrasah Ibtidaiyah were very low before the cooperative learning approach was implemented (Rosmayanti & Kosim, 2018).

The difficulties in learning Arabic are identified as stemming from two main problems: linguistic and non-linguistic. Linguistic problems include difficulties in speaking, writing, and reading Arabic due to low mastery of Arabic vocabulary. Additionally, non-linguistic difficulties are related to internal and external factors of students such as low motivation, dominant negative attitudes towards learning such as laziness, disruption during the learning process, and lack of concentration stimulated by the use of monotonous and irrelevant strategies and approaches, non-technology-based learning media, and non-conducive learning environments. Furthermore, differences in Arabic language proficiency backgrounds and inadequate learning facilities also contribute to students' difficulties in learning Arabic.

There are several studies on the role or implications of the behaviorist approach in Arabic language learning, conducted by Mahmudi and Akla. Mahmudi's study states that the application of behaviorist theories, especially those of Skinner, is suitable for Arabic language learning (Mahmudi, 2016). Furthermore, Akla's study indicates that the use of the behaviorist approach has stimulated students' motivation to learn. Students' learning motivation has resulted in diligent, perseverant, and cheerful behavior in the learning process (Akla, 2021). Another study by Adi shows that the behaviorist approach, particularly Albert Bandura's theory, influences students' learning outcomes. Students' understanding in Arabic language learning using the behaviorist approach can enhance comprehension leading to desired learning outcomes (Adi, 2020). From the three aforementioned studies, it is evident that the behaviorist approach plays a significant role in the Arabic language learning process. However, on the other hand, no theories related to Julian Rotter have been discussed or examined as the basis for the behaviorist approach.

This research complements the deficiencies of previous studies by addressing the behaviorist approach in Arabic language learning from the perspective of Julian Rotter's theory and its reorientation to address students' learning difficulties. According to the behaviorist perspective, language learning requires practice through imitation, repetition, and reinforcement. The learning activities conducted by teachers greatly influence students' learning activities (Ibrahim & Syaodih, 2003). Julian Rotter, on the other hand, developed a form of cognitive behaviorism that studies human subjects in social interaction. Rotter argues that internal cognitive conditions influence external experiences. Rotter divides sources of reinforcement into two categories: internal locus

of control, where reinforcement depends on oneself, and external locus of control, where reinforcement depends on external forces (Semiun, 2020).

The concept of locus of control provides an explanatory framework for students' efforts in attributing failure and success in learning. Success and failure are determined by factors such as (1) ability, (2) effort, (3) task difficulty, and (4) luck or fate. The achievement or failure in academic performance attained by students can prompt them to seek reasons for their outcomes. When they succeed, there is a tendency to attribute their achievements to their own abilities and efforts. This indicates that internal factors are positioned as the primary reasons for students' success in academic performance. Conversely, reasons such as "being unlucky" or "having overly difficult tasks from the teacher" are scapegoated when they fail to achieve the desired academic performance. Researchers are interested in further exploring the position of locus of control in educational studies and Arabic language learning. This means that through this writing, a comprehensive understanding of locus of control is expected to be obtained, both in terms of theory and its practices. Furthermore, based on the data gathered, the author attempts to reorient it in the context of addressing the learning difficulties of Arabic language learners to provide a more holistic meaning and contribution, with the hope that it can be followed up through necessary research.

**METHOD**

This study adopts a qualitative approach, employing the method of literature review as its primary investigative tool. Literature review, a widely utilized method, involves delving into literary sources to extract valuable research data. These sources encompass a range of materials, including research articles and pertinent books aligned with the research objectives. The acquisition of these data sources involves a comprehensive search strategy, leveraging online platforms to access journals and print media for books. Through this rigorous process, the study aims to capture the breadth of knowledge surrounding the subject matter. Subsequently, the findings gleaned from this extensive review are meticulously analyzed through an inductive lens, allowing for the identification of emerging trends and patterns. It is through this analytical approach that the study endeavors to shed light on the underlying complexities of students' learning difficulties in Arabic language instruction. Drawing upon the insights garnered, the study concludes by proposing a framework aimed at reorienting the locus of control, offering innovative solutions to address these educational challenges effectively.

**RESULTS AND DISCUSSION**
**The Theory of Behaviorism from Julian Rotter's Perspective: Locus of Control**

Locus of control, commonly referred to as the center of control, is a concept developed by Julian Rotter based on behaviorism and social learning theory, providing insight into an individual's belief regarding the determinants of their behavior. The locus of control concept offers an explanation for students' efforts in attributing failure and success in learning, where success or failure is attributed to factors such as (1) ability, (2) effort, (3) task difficulty, and (4) luck or fate. The achievement or failure in academic performance attained by learners can prompt them to seek reasons for their outcomes. When they succeed, there is a tendency to attribute their achievements to their own abilities and efforts.

Based on the understanding above, it can be concluded that the locus of control concept is an indication of an individual's belief regarding the events occurring in their life. Locus of control points to a measure indicating how one perceives the possibility of a relationship between their actions and the consequences or outcomes obtained. Therefore, locus of control is an individual's perception of success or failure in various activities in their life (Ghufron & Risnawati, 2011).

**Internal vs. External Locus of Control**

Locus of control can be classified into two categories: internal and external. According to Rotter, internal locus of control indicates that individuals believe they are responsible for all the events they experience. Individuals with an internal locus of control believe that their successes and failures are caused by their own actions and abilities. They feel capable of controlling the consequences of their own behavior. On the other hand, individuals with an external locus of control see success as primarily determined by forces outside themselves, whether it's luck, social context, or other people. Individuals with an external locus of control feel unable to control the events that happen to them.(Allen et al., 2003)

Several studies have demonstrated that internal factors generally have a more positive impact. Phares argues that individuals oriented towards internal locus of control tend to be more confident and think optimistically in every step they take. Sceibe supports this statement by suggesting that individuals with an internal locus of control tend to be more active, hardworking, achievement-oriented, powerful, independent, and effective.(Allen et al., 2003) Conversely, individuals with an external locus of control believe that the events they experience are consequences of factors outside themselves, such as fate, chance, luck, or other people, and tend to become lazy, feeling that any effort they make does not guarantee success in achieving their goals.

The manifestation of locus of control actually encompasses various aspects of life, not just limited to learning achievement issues. If identified further, learning achievement is a goal of a series of processes. This process certainly cannot be done solely by learners but also involves others, as well as other aspects beyond the learners themselves. To achieve learning achievement, a learner certainly does not rely solely on themselves because fundamentally they also need teachers, study partners, materials to be learned, adequate facilities for learning, etc. This indicates that the efforts, abilities, and independence of learners cannot stand alone, as these aspects are considered unlikely to have a significant impact without external support. Conversely, advanced facilities, professional teachers, the suitability of materials with supporting books also need to be balanced with effort and willingness arising from within the students.

The description above indicates the existence of a mutually influential, supportive, and complementary relationship between intrinsic factors as part of forming an internal locus of control orientation and extrinsic aspects that form an external locus of control orientation. This relationship shows that locus of control orientation cannot be purely internal or external, meaning there is a new tendency that leads to the formation of a combination of internal and external orientations. This is based on the fact that there is a small possibility that a student can fully believe in achieving expected results without external influence and vice versa.

The concept of this combination orientation was previously proposed by Sumawan, in his thesis, he concluded that it is impossible for someone to be in a purely

internal position, and vice versa (Sumawan, 2005). Generally, someone has a tendency towards a combination of internal and external. This means that it can be concluded that students who are included in the category of internal locus of control tend to have beliefs and perceptions that the learning achievements they attain are more determined by efforts from within themselves, which are more dominant than the beliefs and perceptions that the environment determines the learning achievements attained by the students. Conversely, students who are included in the category of external locus of control show a tendency towards beliefs and perceptions in which factors outside themselves are more dominant than the beliefs and perceptions that the learning achievements they attain are more determined by efforts from within themselves.

Furthermore, locus of control, as previously discussed, can generally be interpreted as part of a person's personality formed by internal and external strength factors. The dominance of these two factors can be known from the description of beliefs and perceptions towards a person's life, which subsequently determine their behavior in life. According to Rotter in Robinson and Shaver, as referred to by Sumawan, the locus of control consists of aspects: (a) belief in a challenging life, (b) belief in a fair life, (c) belief in an unpredictable life, and (d) belief in a politically unresponsive life. Each will be detailed as follows (Sumawan, 2005):

Belief in a challenging life can manifest in various ways:
1. Due to the treatment of parents being either too harsh or too lenient,
2. Because of others liking or disliking oneself,
3. Stemming from one's own judgment of others as good or bad,
4. To ascertain others' feelings of liking or disliking towards oneself,
5. Concerning responses to events that occur,
6. Towards a difficult life regarding one's feelings in relation to others,
7. Due to events befalling one as a consequence of one's actions.

Belief in an unfair life encompasses:
1. Recognition for one's efforts, the influence of others, and the impact of events on oneself,
2. Regarding the efforts made and the outcomes achieved,
3. Regarding the mistakes made,
4. Towards the decisions others make regarding oneself,
5. Towards the influence of others in an activity.

Belief in an unpredictable life beforehand includes:
1. Factors of fate and personal mistakes,
2. The ability to seize opportunities to become a leader,
3. Factors of heritage and experiences shaping personality,
4. Initiative or hard work or fate determining outcomes,
5. Success as a result of effort and hard work or one's existence,
6. The execution of plans or occurrences due to good or bad luck,
7. Trust or distrust in one's luck,
8. Factors of luck,
9. Coincidences,
10. The influence of oneself on events and good fortune.

Belief in a politically unresponsive life entails:
1. Peace or interest in social spheres,
2. Towards democratic governance or the role of citizens in governance,

3. Towards powers and events beyond one's comprehension or control,
4. Towards the abuse of authority,
5. Towards good leadership,
6. Towards one's stance on the functioning of government.

The elements mentioned above constitute the main content of Rotter's Internal-External Locus of Control Scale (SIE), which was developed by Rotter. Presented in the form of a questionnaire comprising 29 statements, each statement offers 2 options, subsequently converted into scores to determine whether respondents exhibit an internal locus of control or an external locus of control. Among the 29 statements in the SIE, 23 are core items while the rest serve as fillers. This model serves as the framework for all research examined in this paper, including, for instance, the study conducted by Sumawan as presented in Table 1.

**Table 1. Internal-External Scale (IES) of Locus of Control**

| No. | Internal Scale | External Sacale |
|---|---|---|
| 1. | Children face problems when their parents discipline them too much. | The issue with most children today is that their parents are too lenient with them |
| 2. | There are many unpleasant things in human life, some of which are caused by bad luck | People's misfortunes are often a result of the mistakes they make. |
| 3. | One of the main reasons why we go to war is because people are not sufficiently interested in politics | There will always be war, no matter how hard people try to prevent it |
| 4. | In the long run, people earn the respect they deserve in this world | Unfortunately, a person's worth often goes unrecognized, regardless of how hard they try |
| 5. | The notion that teachers are unfair to students is nonsense, and most students are unaware of the extent to which their grades are influenced by unintended occurrences | The notion that teachers are unfair to students is nonsense, and most students are unaware of the extent to which their grades are influenced by unintended occurrences |
| 6. | Without proper rest, one cannot become an effective leader | Those who fail to become leaders have not utilized their opportunities |
| 7. | No matter how hard you try, some people just won't like you | Those who can't make others like them don't understand how to socialize with others. |
| 8. | Descendants play a significant role in shaping someone's personality. | It is one's life experiences that determine who they become. |
| 9. | I often find that whatever will happen, will happen. | Trusting fate is never as good as making decisions to take definite action |
| 10. | In the case of well-prepared students, unfair exams are rarely encountered. | Often, exam questions tend to be highly disconnected from coursework, rendering studying in such instances entirely futile. |
| 11. | Becoming successful is a matter of hard work; luck has nothing to do with it. | Securing a good job primarily depends on being in the right place at the right time. |
| 12. | Average citizens can have influence in government decisions | This world is governed by a few powerful individuals, and there isn't much that ordinary people can do. |
| 13. | When I make plans, I'm almost certain that I can accomplish them | It's not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune. |
| 14. | There are certain individuals who are not good. | However, there is goodness within every person. |
| 15. | In my case, obtaining what I desire is hardly or not at all related to luck | Often, we might decide what to do by flipping a coin. |

| 16. | The person who becomes the boss often depends on who is fortunate enough to be in the right place first | Making people do the right thing depends on ability. Luck has little or nothing to do with it |
|---|---|---|
| 17. | When it comes to worldly affairs, most of us are victims of forces we cannot comprehend or control | By actively engaging in political and social matters, people can exert control over global events |
| 18. | Most people are unaware of the extent to which their lives are controlled by unforeseen events | There really is no such thing as "luck." |
| 19. | Someone should always be willing to admit mistakes | Typically, it is best to acknowledge one's errors rather than to cover them up |
| 20. | It's difficult to determine whether someone truly likes you | The number of friends you have depends on how well you connect with others." |
| 21. | In the long run, the adversities that befall us will be balanced out by good things | Most mishaps result from a lack of ability, ignorance, laziness, or a combination of the three |
| 22. | With sufficient effort, we can eradicate political corruption | It's challenging for individuals to have significant control over the actions of politicians in office |
| 23. | Sometimes I don't understand how teachers arrive at the grades they give. | There is a direct correlation between how hard I study and the grades I receive. |
| 24. | A good leader expects people to decide for themselves what they should do | A good leader explains to everyone what their job is. |
| 25. | Many times I feel that I have little influence over the things that happen to me | It is impossible for me to believe that chance or luck plays a significant role in my life |
| 26. | Lonely people often result from their failure to make an effort to be friendly | There's no point in trying too hard to please others; if they like you, they like you. |
| 27. | There is too much emphasis on athletics in high school. | Team sports are the best way to build character. |
| 28. | What happens to me is my own doing | Sometimes, I feel like I don't have enough control over the direction I take in my life |
| 29. | Most of the time, I don't understand why politicians behave as they do at the local level | In the long run, the citizens are responsible for the poor governance of a nation |

Source: Rotter on www.brandeis.edu

On the IES presentation, each item indicating external tendencies receives a score of 1, while internal tendencies are weighted with a score of 2. The total score is then calculated to categorize respondents' locus of control as outlined in Table 2.

**Table 2. Guidelines for Converting Achievement Level Categories Score Locus of Control**

| No. | Achievement Level Score | Category |
|---|---|---|
| 1. | 23-34 | *External Locus of Control* |
| 2. | 35-46 | *Internal Locus of Control* |

**Locus of Control: Reorientation for Handling Students' Difficulties in Learning Arabic**

Learning difficulties, according to the National Institute of Health, USA, as stated by Idris, refer to hindrances or learning disorders in children and adolescents characterized by a significant gap between their intelligence level and the academic abilities they should achieve.(Idris, 2009) This is likely caused by disruptions in the central nervous system of the brain (neurobiological disorders), which can lead to developmental disorders such as speech, reading, writing, comprehension, and arithmetic difficulties.

Generally, the symptoms of learning difficulties experienced by a student manifest as a decline in academic performance. The factors causing learning difficulties emerging from the internal and external aspects of the students. Internal factors are those

arising from within the students themselves, such as psycho-physical disturbances encompassing cognitive, affective, and psychomotor aspects. External factors affecting students include social and non-social aspects encompassing all situations and environmental conditions that do not support students' learning activities. These external factors may originate from the family environment, community environment, and school environment.

Various learning difficulties undoubtedly require comprehensive and systematic handling. Through a well-structured guidance management scheme for addressing learning difficulties, it is hoped that the problems faced by students can be objectively diagnosed. The subsequent stage aims for achieving the desired outcome of fostering appropriate changes in students' attitudes towards managing both internal (psycho-physical) and external (social) aspects of the learning process. Based on this, the locus of control position, as one way of mapping students' psychological conditions, can be considered as an alternative that can be utilized in guidance activities for students, particularly in addressing learning difficulties in Arabic language learning.
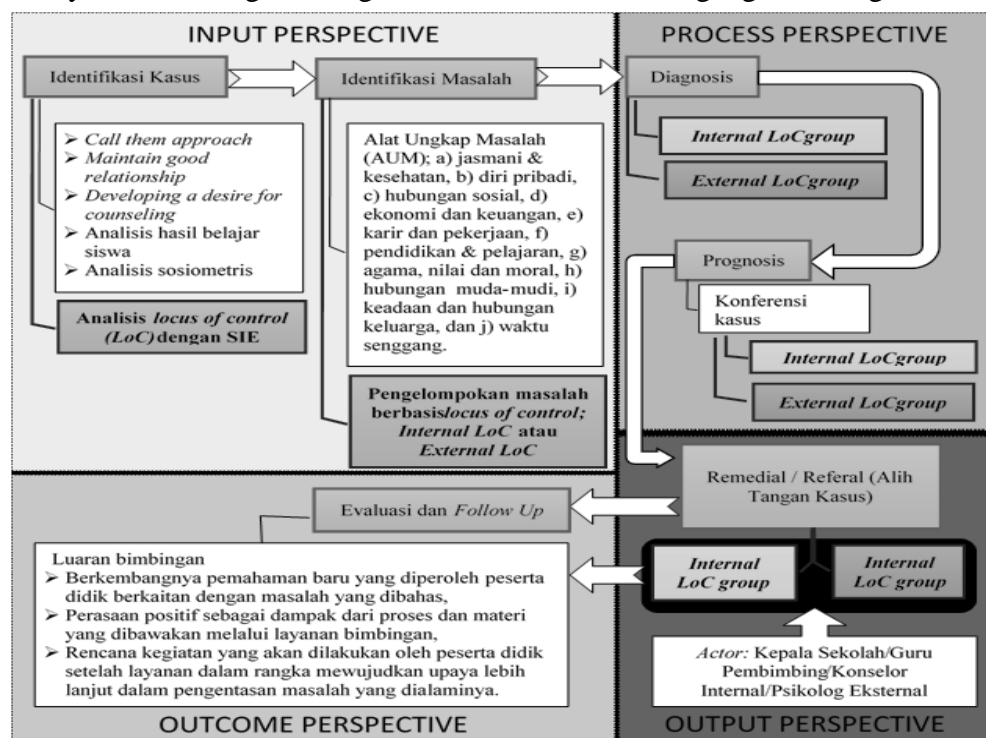


Figure 1. Reorientation Scheme of Locus of Control in Managing Students' Learning Difficulties

In the preceding subsection, the author has drawn the red thread that the locus of control influences students' learning achievement. If connected with learning difficulties, it is also clear that these difficulties cannot be separated from the internal and external factors of learners, while the locus of control can be interpreted as the response, perception, or internal attitude of learners towards internal and external factors that influence the success they achieve.

Through various considerations, by combining; (1) Sudrajat's study guidance procedure, (2) Robinson's case identification approach, (3) problem identification methods, and (4) success criteria for standard study guidance services of the Department of National Education (all of which in (Idris, 2009) with modifications through the integration of the important role of Rotter's locus of control in (Sihkabuden, 1999; Nyoto,

1999; Daharnis, 2005; Budiadi & Sulistyawati, 2013), in education and learning, all of which the author examines, the management scheme for handling students' learning difficulties as shown in Figure 1 is proposed.

## CONCLUSION

Locus of control is one of the personality variables, defined as an individual's belief that they can control events in their lives (internal locus of control) or the belief that the environment controls events in their lives (external locus of control). This theory was first proposed by Rotter, who also offered measurement instruments and classifications through the Internal-External Scale. Various research findings indicate a consistent fact that locus of control influences students' learning achievements, although the significance levels may vary. Some findings also indicate that students with internal locus of control generally perform better than the external locus group. Regarding learning, locus of control can be an alternative to enrich perspectives in learning guidance procedures to address students' learning difficulties. This is inseparable from the presence of two factors influencing students' learning difficulties, namely internal (psycho-physical) and external (social) factors. Following the described findings, reorienting locus of control in managing student learning difficulties systematically and comprehensively can be one of the expected formats to help accurately diagnose students' learning difficulties so that programmed intervention steps can effectively assist students in solving their problems. The process includes: case identification, problem identification, diagnosis, prognosis, Remedial/Referral, as well as evaluation and follow-up. All these stages are carried out by integrating the locus of control system.

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