Implementation of DDC (Doa, Dhuha, Conversation) Program to Improve Students' Multilingual Ability through Behavioristic Approach

Implementasi Program DDC (Doa, Dhuha, Conversation) untuk Meningkatkan Kemampuan Multilingual Peserta Didik melalui Pendekatan Behavioristik

Ranu Nada Irfani[1*]
[1] Institut Studi Al-Qur'an dan Ilmu Keislaman (ISQI) Sunan Pandanaran, Yogyakarta, Indonesia
[*]E-mail: ranunada5@gmail.com

Abstract

Foreign languages positively impact learning, especially in the current era of globalization. However, behind the positive impact of learning foreign languages, regional or local languages are being eroded and there are fewer speakers. Therefore, the world of education needs to pay balanced attention to language teaching, both regional, national, and foreign languages. In this regard, Madrasah Ibtidaiyah Sunan Pandanaran offers an activity program to improve the multilingual ability of its students, namely DDC, which was reviewed through a behavioristic approach in this study. Based on this explanation, this study aims to determine the DDC program to improve students' multilingual skills, which will be reviewed through a behavioristic approach. This study used descriptive quality research. The DDC program is implemented consistently every Monday to Thursday before class, learning by cycle. The implementation uses the Sam'iyah Syafawiyah method and the drill method, and the media used includes handbooks, templates, and posters. Conversation activities in the DDC program have fulfilled the principles of the behavioristic approach, including learning as a change in behaviour, stimulus and response, and reinforcement. Furthermore, the DDC program has also implemented a learning process according to a behavioristic perspective: learning by doing, learning from experience, and learning by trial and error.

Keywords: *DDC program, multilingual, behavioristic approach.*

Abstrak

Bahasa asing memiliki dampak positif untuk dipelajari terutama di Era globalisasi saat ini seperti untuk mengakses internet, pergaulan global, dan mengikuti arus kemajuan teknologi terkini. Akan tetapi di balik dampak positif dalam mempelajari bahasa asing, ternyata bahasa-bahasa daerah/lokal saat ini semakin terkikis dan semakin sedikit penuturnya. Maka itu, dunia pendidikan perlu memberikan porsi yang sama pentingnya dalam hal pengajaran bahasa, baik bahasa daerah, bahasa nasional, maupun bahasa asing. Berkaitan dengan itu Madrasah Ibtidaiyah Sunan Pandanaran menawarkan program kegiatan untuk meningkatkan kemampuan multilingual peserta didiknya yaitu DDC yang pada penelitian ini ditinjau melalui pendekatan Behavioristik. Berdasarkan penjelasan tersebut maka tujuan dari penelitian ini yaitu untuk mengetahui upaya meningkatkan kemampuan multilingual peserta didik melalui program DDC yang ditinjau melalui pendekatan behavioristik. Penelitian ini menggunakan jenis penelitian Kualititif Deskriptif. Program DDC dilaksanakan secara konsisten setiap senin hingga kamis pada saat sebelum pembelajaran di kelas dengan siklus. Ada tiga tahapan pelaksanaan, yaitu persiapan, pelaksanaan, dan evaluasi. Pelaksanaannya menggunakan metode sam'iyah syafawiyah dan metode drill, media yang digunakan antara lain handbook, template, dan poster. Kegiatan *conversation* pada program DDC telah memenuhi prinsip-prinsip dalam pendekatan behavioristik, diantaranya adalah belajar merupakan perubahan tingkah laku, adanya stimulus dan respons, dan adanya penguatan. Selanjutnya, program DDC juga telah melaksanakan proses pembelajaran sesuai perspektif behavioristik, yaitu: *learn by doing, learn from experience, learn by trial and error*.

Kata Kunci: Program DDC, multilingual, pendekatan behavioristik.

1. Introduction

Multilingualism in the era of globalization plays an important role in encouraging competitiveness between people or countries worldwide in terms of economy, trade, policy, culture, and education. Multilingual is usually defined as the ability to speak or communicate using three or more languages (Ardianta, 2019). The multilingual phenomenon usually arises when speakers of various languages unite in one community so that it can give colour and have implications for ethnic and cultural diversity in the community (Batrisyia et al., 2024).

Indonesia is a multilingual country with one national and hundreds of regional languages (UNESCO, 2020). From an early age, Indonesians have been able to use more than one different language. In addition to the national language, Indonesian, used in formal activities and to communicate between tribes and nations, Indonesian people also use local or regional languages to communicate in non-formal conditions. In addition, local languages are also used to show familiarity, respect, and appreciation of interlocutors in one tribal group (Lestari, 2020).

In addition to local and national languages, foreign languages have become a trend for the current generation. Along with the development of time and technology, many people consider foreign languages important to learn, especially if one wants to compete globally (Putra & Gorda, 2021). Foreign languages positively impact learning, especially in the current era of globalization, such as access to the internet, global relationships, and keeping up with the latest technological advances (Nita & Rosalina, 2021). Thus, foreign languages are needed and a priority that must be learned to keep up with the pace of the times.

However, despite the positive impact of learning foreign languages, it turns out that regional or local languages are increasingly eroded and have fewer speakers (Batrisyia et al., 2024). The results of Tondo's research, cited by Marlina and Pasaribu, state that at least two factors cause regional languages to be abandoned: natural factors and non-natural factors. Natural factors can be in the form of the influence of the majority language, the influence of globalization, migration, and inter-ethnic marriage (intermarriage). Apart from natural factors, other causes are low appreciation of local languages, lack of use of local languages in everyday life, economic pressure, and the dominance of the national language (Indonesian) (Marlina & Pasaribu, 2020).

The census data on the official website of BPS (Central Bureau of Statistics) in 2022 revealed interesting facts. BPS states that 74.77% of Indonesian families still use local languages at home, especially Generation Z and Alpha, showing a significant downward trend in using local languages to 70.6% (BPS, 2022a). In the wider environment, such as neighbours and communities, the use of local languages as a whole age is 72.78%. At the same time, for Generation Z and Alpha, the figure decreases to 68.5% (BPS, 2022b).

The data above shows that the use of local languages has consistently decreased from generation to generation. If local languages begin to be abandoned, it is possible that someday, local languages in Indonesia will no longer be sustainable or even extinct. If local languages are no longer used, Indonesia will lose its character, identity, and culture. To anticipate this, the world of education needs to pay balanced attention to local, national, and foreign language teaching. Because educational institutions are in the scope of those who should contribute generously to the nation, they can be used as a potential vehicle for instilling students' character (Diantami et al., 2023). Thus, in this day and age, improving multilingual skills is crucial.

Madrasah Ibtidaiyah Sunan Pandanaran has an activity program called DDC (Prayer, Dhuha, Conversation) to improve students' multilingual skills. The program is carried out regularly. Every day before starting learning in class, students will carry out DDC activities first. Through this program, students can learn foreign and local languages simultaneously and with a

balanced portion. This aims to provide language provision so that later students can compete globally while still being able to preserve the cultural heritage that their ancestors have left in the form of regional languages.

However, in this study, the author will only focus on the "Conversation" sub-program to improve multilingual skills in English, Arabic, and local languages, which, in this case, is Javanese. The "Conversation" activity of the DDC program, carried out regularly at MI Sunan Pandanaran, will be studied through a behavioristic approach. The behavioristic approach is an approach that focuses on a person's behaviour and can be observed directly, where the learning process can be said to be successful if it results in changes in behaviour (Skinner, 2005), which in this context is language behaviour. Based on the explanation above, the purpose of this study is to analyze the contribution of the DDC program in developing students' multilingual ability through the behavioristic approach.

2. Literature Review

Language is a fundamental aspect of all human behaviour that experts/psychologists study to build consistent theories in acquiring the first language (Syafe'i & Ulfah, 2020). According to the behavioristic view, first language acquisition results from an individual's active interaction with their environment. This process begins when the baby is born and continues to develop with age. Babies gradually build a complex language system through observation, imitation, and reinforcement provided by parents and the surrounding environment. The language stimuli received, be it words, intonation, or sentence structure, will trigger language responses in the child. Over time, these responses will be internalized and become automatic language habits (Skinner, 1957).

It is explained in the book The Technology of Teaching, written by Skinner, that there are three things in the learning process: learning by doing, learning from experience, and trial and error (Skinner, 1965). Behavioristic theory is an approach in psychology that focuses on behavior that can be observed and measured. It argues that all behaviour, including learning, results from interactions between individuals and their environment (Abidin, 2022). In other words, the environment plays an important role in shaping and changing human behaviour.

Behaviorists recognize that each individual has differences in how they learn. The stimulus and response given to each individual will produce a different response. However, what can be observed and measured is the apparent stimulus and response, not the internal processes that occur. Reinforcement is an important factor in shaping behaviour, where positive reinforcement will increase the frequency of the behaviour, while negative reinforcement will decrease it (Ulum & Fauzi, 2023).

Skinner argued that behaviourism has basic principles. First, learning is a behaviour change (Abidin, 2022). The essence of this theory is that learning can be seen from changes in behaviour that occur in a person. If someone previously could not swim, he can swim after some practice, which means there has been a learning process. Second, stimulus and response (Ulum & Fauzi, 2023). The environment provides various kinds of stimulus, such as sound, image, or touch. This stimulus triggers a response from the individual. For example, when hearing the school bell, students stand up and attend class. Third is reinforcement (Anindyarini et al., 2018), where reinforcement is anything that can increase the likelihood of a behaviour occurring. If a behaviour is followed by reinforcement, then the behaviour tends to be repeated. For example, if a child gets praise after cleaning up his room, he will be more motivated to repeat it. Furthermore, applying

behavioristic learning theory in learning requires mimetic activities where students must repeat the knowledge they have learned (Magdalena, 2021).

Although behavioristic theory is usually used to explain the learning process in general, it can also be applied to understand how people learn languages, even multiple languages. As a reinforcement, tabula rasa theory states that children are born with no knowledge at all, including in terms of language. They are like blank paper slowly "written" by the surrounding environment (Mudin et al., 2021). In other words, all our language skills are acquired based on our experiences and interactions with others. In the context of language learning, this theory suggests that one can learn language the same way as any other skill. Providing the right stimulus and consistent reinforcement can form good language habits (Skinner, 2005).

Furthermore, teachers are very important in developing students' verbal response skills. Verbal response skills in language learning, including multilingual learning, refer to students' capacity to express their thoughts, feelings and opinions orally. This includes speaking skills in everyday conversation and formal forms such as presentations or essay writing. To achieve this ability, students need continuous stimulation from teachers, such as intensive speaking practice, writing assignments, and a variety of learning media (Anindyarini et al., 2018)

In a study entitled Implementation of Behaviorism Theory in Children's Language Learning at Al Azhar Jombang Kindergarten conducted by (Jayanti et al., 2024). Showed that learning involving the stimulus and response has a reasonably good impact on helping students develop their language skills. Furthermore, a study conducted by Rahmayani et al. entitled Challenges and Strategies for Implementing Multilingual Policies in Schools (Case Study of Multilingual Policies in Boarding Schools) stated that success depends on careful planning, adequate resource support, and commitment from all parties involved (Rahmayani et al., 2024). In this regard, Fiddienillah's research with the title Application of Behavioristic Learning Theory to Shape the Disciplinary Character of Elementary School Students provides the results of the analysis that behavioristic theory can be used in teaching at school, including providing stimuli and responses to students, encouraging positive behaviour, and rewarding disciplined students (Fidienillah, 2024).

Based on the literature review, previous studies have shown the effectiveness of behavioristic theory in improving students' language skills. However, some are still limited to certain contexts, such as implementation in boarding schools. In addition, researchers have not found any research explicitly discussing multilingual development programs carried out by primary-level schools according to behavioristic views. This research on the DDC program offers innovation by using the principles of behaviourism in students' multilingual learning at school. The novelty of this research lies in the systematic and consistent application of the DDC program to improve students' multilingual ability. Thus, the research can contribute to psychology and language learning

3. Methods

The type used in this research is field research with descriptive qualitative methods that will examine the DDC program specifically as an effort to improve students' multilingual abilities. The data in this study were obtained through interviews, observation, and documentation techniques. Interviews were chosen because they are considered the most effective method for obtaining in-depth qualitative data about research subjects' events, views, and behaviour (Hasan et al., 2022). The open-ended interview technique was conducted with several subjects, including the person in charge of the program, the implementing teacher, and the school principal, referring to the interview guideline sheet the researcher had designed.

The observation technique was chosen to understand the facts about implementing conversation activities at MI Sunan Pandanaran. There are various types of observation, but the contribution observation method was used in this study, in which the researcher directly observed and recorded various actions taken by the research subjects without active participation in the action in the field (Hasan et al., 2022). So, the role of the researcher in observation is as a neutral observer, not giving influence to the learning situation. In comparison, the third technique is documentation. Bogdan and Steven argue that documents are strong indicators of the value system in operation (Bogdan, 1993). Researchers used documentation to obtain additional data or research reinforcement. After the data was obtained, the researcher analyzed it by reducing it, presenting it, and verifying it.

4. Result and Discussion

4.1. DDC Program Implementation

The DDC program is a collaboration between the religious division and the LIC (Language Improvement Center) division at Madrasah Ibtidaiyah Sunan Pandanaran Yogyakarta. The religious division manages religious activities, such as prayer and Dhuha, while the LIC division manages language-related activities, like this program's "Conversation" activity. Conversation activities are carried out after prayer, and Dhuha prayer activities are in the morning before class.

When the DDC program was initiated in 2018, two languages were studied in this program: English and Arabic. English was chosen because it is the world's most widely used international language. Meanwhile, Arabic was chosen because Madrasah Ibtidaiyah Sunan Pandanaran is a school with an Islamic background. To support students' understanding of the Al-Quran and Hadith, students need to be equipped with Arabic language skills because many sources of Islamic studies use Arabic. Then, in 2021 Javanese was added to this program. The addition of Javanese was motivated by the large number of students who apparently could not speak Javanese, even though most students at Madrasah Ibtidaiyah Sunan Pandanaran were of Javanese descent.

According to one of the DDC program managers, Conversation activities are carried out consistently every Monday to Thursday before class, while the place is in front of the prayer room. In its implementation, all students are given a piece of sentence to memorize. The sentences given can be used in daily activities, such as asking for help, requesting permission, asking for assignments, and others. For effectiveness in use, the three languages are not learned simultaneously but monthly. This means that students will learn one language alternately each month. For example, this month focuses on Javanese, so students will be given material about Javanese and then required to use it in communicating daily, both in and outside the classroom. Likewise, the following months only focus on one language.

In general, implementing this conversation activity consists of three stages: preparation, process, and evaluation.

1. Preparation Stage

In preparing Conversation activities, the program manager first determines the theme and compiles the sentences that will be delivered for the next week. Usually, students are given one sentence each day; thus, the program manager needs to prepare at least four sentences for one week's material. At the next stage, the program manager appoints several teachers to deliver the material compiled to all students. The appointed teachers are language subject teachers, either English, Arabic, or Javanese.

2. Process Stage

The material presentation in each meeting is generally carried out in the activities process using almost the same method. Usually, the teacher is in charge of pronouncing a complete sentence accompanied by a translation in Indonesian, and then all students together follow what the teacher says; this method is called the sam'iyyah shafawiyah method. Furthermore, each word in the sentence is again pronounced by the teacher and then by students. This is done repeatedly until the students can pronounce it fluently, also called the drill method. Only occasionally is the material presentation inserted with songs, quizzes, challenges, and other information.

To facilitate material delivery, program managers use several media, including handbooks, templates, and posters installed in classes. The handbook media is a learner handbook in which some material is taught. Unfortunately, this handbook is only available in English, Arabic, and Javanese. Meanwhile, media templates are material sheets not yet available in the handbook.

Furthermore, students are encouraged to practice the material delivered during Conversation activities. To support the smooth running of this program, the program manager involves all class teachers and subject teachers as partners. The program manager explains the language material students learn to all teachers. Teachers are in charge of controlling students' language use. For example, if a learner wants to go to the toilet but does not use the language that has been learned, then the teacher should not allow the learner to go to the toilet until he can say it with the language that has been learned. This is done so that the language students have learned and can use it regularly in class. This is in line with the results of research conducted by Rahmi Utami and Selamat Pohan, which states that determining the success of language learning requires cooperation between several components at school and parents at home (Utami & Pohan, 2024). When citing the research conducted by Fauzi et al., this treatment can be categorized as Fixed Ratio, which is one of the steps that can increase the effectiveness of reinforcement (Fauzi et al., 2022).

3. Evaluation Stage

Based on the program manager's observations, students' language skills continue to improve in English, Arabic, and Javanese. This can be seen through the number of students who practice the material obtained from Conversation activities in the classroom, although there are still students who are not orderly in practicing the language. Unfortunately, the program manager does not have an assessment instrument that can be used to measure the extent of improvement in the language skills of all students.

Without these instruments, the program manager only relies on classroom grades to measure students' abilities. When viewed from the value of subjects among the three languages (English, Arabic, and Javanese), there is still an imbalance, where most students' English grades are higher than Arabic and Javanese. This can occur due to the tendency of students' interests and environment. Of course, this needs to be a concern for schools and program managers so that students' skills in the three languages can be balanced.

Based on the explanation above, the DDC program can be said to have run well with a well-designed plan. Then, it used certain methods or various media in the implementation process, even involving other teachers as partners. In addition, the manager has also evaluated the program to improve it.

So far, although the program has been running continuously, there has been no significant progress in the activities implemented. The implementation of this program is slow in its

development, so it seems monotonous. This is inseparable from this program, which still has many obstacles to its implementation, such as the lack of awareness of teachers as partners, where teachers sometimes do not reprimand students who do not use the language as specified. In addition, the manager is also unable to control students intensively both in class and outside the classroom.

Likewise, program managers have difficulty controlling their language practices when students are at home. Moreover, many parents are reluctant to use Javanese in communicating with their children, especially the Javanese language. This is because many parents perceive that Javanese is a difficult language because there are many levels, so parents prefer to use Indonesian rather than Javanese but use it incorrectly.

4.2. DDC Program Implementation

The behavioristic approach focuses on human behaviour. This approach has basic principles that must be met. These principles include learning as a change in behaviour, stimulus and response, and reinforcement (Ulum & Fauzi, 2023):

1. Learning is A Change in Behaviour

A person will be said to have learned if he can change his behaviour (Hartati & Panggabean, 2023). In the context of language learning, changes in behaviour can be in the form of using the language learned in everyday life. According to observations made by the DDC program manager, Madrasah Ibtidaiyah Sunan Pandanaran, students have shown changes in language behaviour. This can be seen in several things, including when making permissions, asking questions, etc. One example is when a learner in class wants to leave the class, then he must ask permission from the teacher to use the language that has been learned. So, there are changes in language behaviour in students, although so far, these changes have not been seen as a whole because there are still many students who are not orderly in applying language.

2. Stimulus and Response

In language learning, stimulus and response are important because we can see them directly. This theory explains that learning occurs due to stimuli that trigger a person's mind to connect with physical actions or vice versa. In the context of language learning, stimulus is everything the teacher gives, which can be in the form of material, vocabulary, media, and methods. Meanwhile, the response can be from students' language behaviour. So, for the teaching and learning process to be effective, the subject matter must be designed to stimulate the emergence of cognitive and affective responses in students (Fauzi et al., 2022). Thorndike suggested that the association between stimulus and response follows the law of readiness, the law of practice, and the law of effect (Šaban & Schmidt, 2021):

a. The Law of Readiness

For the learning process to achieve maximum results, individuals must be ready to learn. Conversation at DDC is a planned program; managers and teachers ensure the students' readiness to receive the material properly before carrying out activities. Indeed, not all students have independent readiness to learn, and this is because each student has a different level of readiness to participate in Conversation activities. The teacher needs to take action so that all students are ready. Readiness in this context is a conditioned readiness (Skinner, 2005).

b. The Law of Readiness

The more often a behaviour is repeated/trained (used), the stronger the association will be. In this regard, Conversation activities are routine activities. Providing stimulus by teachers to students is done almost every day and then students must apply what they have learned in everyday life, at least in the school environment. From here it can be seen that what is done by the program manager is part of the effort to familiarize students to be able to speak as specified.

Based on the annual evaluation results, there is a difference in the implementation cycle from previous years, which rolled out weekly. This year's implementation of the language cycle is monthly, meaning that students will only study and apply one language for a whole month. For example, this month is English month, so students will only focus on English. The following month is Arabic, and the students only focus on Arabic. Then, the next month is Javanese language month, and students only focus on Javanese. The cycle changes are carried out to familiarize and increase the intensity of using these languages so that they are more embedded in students' memory. From the description above, it has been seen that the learning process includes aspects of learning by doing and learning from experience, as in Skinner's view (Skinner, 2005).

c. Consequential Law

This law explains that the correlation between stimulus and response can strengthen if the result provides satisfaction and vice versa; if the result is not satisfying, it will weaken (Šaban & Schmidt, 2021). Thorndike suggested that the organism as a mechanism will only act if a stimulus and conditions affect it. In education, this Law of Effect occurs in a person's actions in giving punishment or reward (Firliani et al., 2019). This is closely related to the discussion in the next section because rewards and punishments are part of reinforcement.

The DDC program does not have an instrument that can indicate program success. Thus, the manager cannot know the satisfaction or pleasure students feel towards a language. So far, the assessment of language skills only refers to subject grades and teacher subjectivity. Nevertheless, the program continues to run consistently without any influence from students' satisfaction or pleasure in implementing it.

However, when looking at the grades of language subjects, it was found that there were differences in the learning outcomes of students in language subjects. Most students scored higher in English than in Arabic and Javanese. From this, it can be assumed that there is a tendency for students who are mostly more fond of English to have a stronger relationship between stimulus and response in English than in the other two languages. Once again, the researcher emphasizes that this is just an assumption based on field facts.

3. Strengthening

Reinforcement is anything that can strengthen the emergence of a response. It serves as a mechanism that strengthens the relationship between stimulus and response, but if reinforcement is reduced, then the response will be reduced (Skinner, 1976). There are two types of reinforcement: positive and negative.

a. Reinforcement

Positive reinforcement strengthens and increases the likelihood that a behaviour will occur again (Skinner, 1976). Generally, positive reinforcement can be in praise, flattery, gifts, and others. In conversation activities, reinforcement is shown through giving prizes to students who dare to answer questions and challenges posed by the teacher. The prizes are sometimes

in food, pens, books, and other stationery. With this positive reinforcement, students are expected to be more motivated to learn and practice the language.

b. Negative Reinforcement

In Skinner's Operant Conditioning theory, negative reinforcement is a technique to increase the frequency of a behaviour by removing an aversive (unwanted) stimulus (Skinner, 1976). Negative reinforcement is given when students make mistakes (Fauzi et al., 2022). In implementing conversation activities in the DDC program, negative reinforcement can be seen when the teacher warns students who are not orderly in using language. Other negative reinforcement can also be seen when the teacher does not permit the students to speak the permitted language, not in the form of punishment. According to Edwin Guthrie, negative reinforcement carried out by DDC program managers in the form of reprimands is considered less effective. In his view, Guthrie argues that the effectiveness of punishment is highly dependent on understanding the cause of the punished action. The mechanism of action of punishment is not merely to cause pain but to change individual responses to certain stimuli (Gagne, 1991).

In contrast to Guthrie, Skinner views negative reinforcement as giving reprimands and not giving permission as appropriate. Skinner rejects Guthrie's view that it tends to provide reinforcement in the form of punishment and advocates the use of positive reduction techniques, such as delaying rewards, adding tasks, or expressing disapproval, as an alternative to physical punishment.

4.3. Learning Implementation of the DDC Program

Behavioristic theory provides a clear framework for designing the learning process. Here is what has been implemented: (1) Before starting the lesson, the teacher sets a clear expectation of what the students will achieve. For example, students can memorize and apply vocabulary according to a specific theme. (2) Analyzing the learning process. Teachers design each stage of Learning until the final evaluation. (3) Identifying the students. (4) Determining indicators of success. This means teachers know how to measure whether students have achieved the learning objectives. However, in practice, this program still uses grades in the subjects. (5) Prepare interesting teaching materials. In this case, the teacher uses media through boards and posters in several school corners. (6) Choosing the correct method. (7) Providing stimulus. For example, asking students to repeat and practice conversation when giving material (vocabulary) and giving writing on objects and rooms to make it easier to remember. (8) Observing students' responses. The teacher observes how students respond to the stimulus given. Are they enthusiastic, struggling, or bored? (9) Provide reinforcement. The teacher can provide positive reinforcement, such as praise or rewards, to motivate students. If there is undesirable behaviour, the teacher can give negative reinforcement, such as a reprimand. (10) Evaluation and revision. After the learning program has been going on for a while, the teacher evaluates the students' learning outcomes and revises the learning plan to make it more effective.
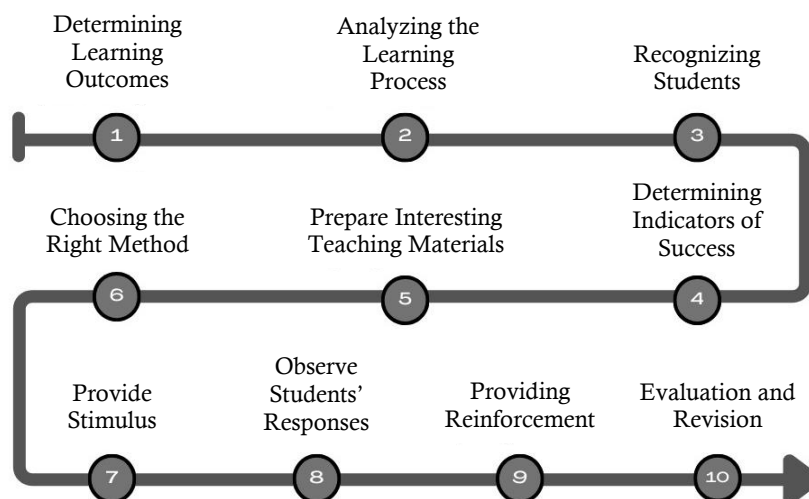
Figure.1. Diagram of The Activity Implementation Stages

In the book The Technology of Teaching, Skinner explains that in the learning process, there are three things: learn by doing, learn from experience and learn by trial and error (Skinner, 1965). Learning by doing is a form of application of the knowledge that students have obtained in everyday life. This is because Madadrasah Ibtidaiyah Sunan Pandanaran students have shown this through vocabulary and sentences obtained from conversation activities in every activity at school so that students can gain direct learning experience in developing their multi-language skills. Likewise, learning from experience, seen from the change in the weekly cycle to the monthly cycle, is an effort to embed the language that has been learned so that it can take root and crystallize in the memory of the students through longer language experiences.

However, based on the findings, there are still problems in Learning by trial and error, especially in learning Javanese in the family environment of the students. According to the statement of the program manager, most parents are reluctant to use Javanese (the local language) as a means of daily communication in the family environment because Javanese is considered a complex language to learn, and there are levels in its use. Because of this, rather than being wrong in its placement and use, many parents prefer to communicate with children using the national language, namely Indonesian. This is in line with the findings of Josaphat's research, which suggests that fewer Javanese people are starting to use Javanese, especially subtle Javanese (Josaphat et al., 2021). Thorndike's perspective in the S-R psychology of learning theory states that the correct response is gradually strengthened through trial and error processes (Šaban & Schmidt, 2021). The more often a person makes a response to a stimulus, the stronger the connection between stimulus and response. Thus, it can be said that the response, which in this case is language behaviour, cannot be strengthened if no stimulus is given.

5. Conclusion

Conversation activities in the DDC program involve three main stages: preparation, implementation, and evaluation. The learning methods used are diverse, ranging from the sam'iyah shafawiyah method to the drill method, involving various media such as handbooks, templates, and posters. Students are also encouraged to practice the language learned in everyday life. The program has implemented a behavioristic approach to language learning. Conversation activities routinely have fulfilled the basic principles of behavioristic theory, such as stimulus, response, and reinforcement. In addition, the DDC program has also implemented the learning

process according to the behavioristic perspective: learn by doing, learn from experience, and learn by trial and error. However, program evaluation still needs to be improved. Despite the progress in students' language skills, especially in English, there is still a gap in their mastery of Arabic and Javanese. One of the factors affecting this is the lack of support from parents when using Javanese at home. To improve the program's effectiveness, conducting a more comprehensive evaluation and involving parents in the learning process is necessary.

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