Analysis of Early Childhood Vocabulary Learning Using Youtube Based on Thorndike's Behaviorism Theory

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Abstract- Learning Arabic vocabulary in early childhood is essential for developing basic language skills. However, more attention must be paid to applying digital media, such as YouTube, to language learning with a behaviorist approach, specifically Thorndike's theory. This study aims to analyze Arabic vocabulary teaching in early childhood using YouTube based on Thorndike's behaviorism theory at Asy-Syukuriyah TPA. The research method is descriptive qualitative, with a purposive sampling technique involving teachers as informants. Data were collected through observation, in-depth interviews, and documentation. The results showed that using YouTube as a medium for learning Arabic vocabulary is to the principles of the law of readiness, practice, and consequences in Thorndike's behaviorism theory. The law of readiness can be seen from the teacher ensuring the children's readiness before starting learning. Furthermore, the law of practice is seen by repeating material through videos to strengthen memory and questions about the material provided. Finally, the law of consequences is seen in the praise given by the teacher when children successfully answer the questions presented. In conclusion, if used strategically and systematically, YouTube as a learning media can be an effective tool in teaching Arabic in early childhood and can strengthen the association between stimulus and response through repetition. The findings have implications that YouTube-based learning based on Thorndike's theory of behaviorism has the potential to be applied more widely, with further research on different age groups and subjects as well as in-depth analysis of student characteristics.

Keywords: Arabic Language Learning, Arabic Vocabulary, Early Childhood, YouTube, Behaviourism

I. INTRODUCTION

Early childhood is often characterized by the "golden age" period, during which children have begun to think critically about everything around them (Sukatin et al., 2019). At this time, the child's brain and body develop optimally and also affect their personality. Based on Permendikbud Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education Article 5, aspects of development in the PAUD curriculum include moral values, religious values, socio-emotional, physical-motor, art, and language (Sit, 2017).

The theory of behaviorism proposed by Edward Thorndike is one of the essential foundations for understanding how children in early childhood learn and develop their abilities. Thorndike emphasized learning as forming associations or relationships between stimulus and response through experience (Ritonga et al., 2024). Children learn through practice and repetition and get reinforcement from the environment for desired behaviors (Abdurakhman & Rusli, 2017). Through

principles such as the law of readiness, the law of practice, and the law of effect, children can develop various abilities, including language skills.

The language aspect is an essential component that supports the initial steps of the interaction process, which begins at an early age (Budiyati & Umam, 2020). Children can acquire language from the surrounding environment, especially from family and parents, through listening, reading, and speaking habits. In addition, at an early developmental stage, children also learn language through formal education (Astuti, 2022). According to Patmonodewo (2000), early childhood language development occurs gradually, from simple sound expressions to more advanced communication. At first, children use gestures and signs, then develop into clear and precise speech. Children speak in various ways, such as asking questions, dialoguing, expressing feelings and ideas, describing objects and events they observe, and singing. This shows that children learn to master language skills with rapid development. Children learn to speak by building up a vast vocabulary.

Arabic is one of the international languages that is in demand and widely used, including in Indonesia. The understanding of Arabic among Indonesian people has developed rapidly (Agustini, 2021). Arabic language learning has been introduced in elementary schools and universities. Arabic in the curriculum is a crucial part taught to students from an early age. At the kindergarten and elementary levels, students are introduced to the basics of Arabic, such as simple letters and vocabulary. Then, at the junior high and high school levels, Arabic learning is further enhanced, emphasizing grammar and speaking skills. In fact, in universities, special study programs focus on teaching and understanding Arabic in more depth. Thus, Arabic language learning has become part of the education system in Indonesia, starting from the primary level to higher education (Suroiyah & Zakiyah, 2021).

Language learning in early childhood should be exciting and fun so that children do not feel burdened. Several steps can be taken to improve children's spoken language skills. First, it is essential to increase their interest in spoken language. Next, get them to practice combining language sounds. Increasing vocabulary is also beneficial (Putri & Abdurrahman, 2023). In addition, introducing simple sentences can make it easier for children to form and understand language structures (Hasim & Saleh, 2022). Finally, written symbols should be introduced so that they are familiar with the forms of writing they will encounter. With the right approach, children can be actively involved and develop their language skills optimally (Prawinda et al., 2022).

Using technology-based learning media can be a stimulus that helps children's development if used correctly (Jenita et al., 2023). Early childhood is always enthusiastic about new things, and technology is relatively new for them (Kurniasih, 2019). Technology has many platforms that offer a variety of educational content that is easily accessible, one of which is YouTube (Permana et al., 2024).

YouTube can be an alternative media that can be utilized to support learning activities (Nazrailman et al., 2024). YouTube is a social media platform that provides audio-video features for learning, including language learning in early childhood. Video-based learning media is an alternative for teachers to present exciting learning materials. Using digital media in learning allows children to learn flexibly, diversely, and with fun (Pratiwi & Hapsari, 2020).

Using learning videos on YouTube allows children to repeat and practice the material continuously to strengthen the connection between stimulus and response (Sistadewi, 2021). This is in line with the law of practice in Thorndike's theory of behaviorism, which states that the more often a behavior is repeated, trained, and practiced, the stronger the association will be. The principle of the law of practice is that the connection between the condition, the stimulus, and the action will become strong due to training but will weaken if the connection between the two is not continued or stopped. In the law of practice, the main principle of learning is repetition (Rohman, 2021).

This research aligns with that conducted by Ahmadi (2023), who said that learning Arabic vocabulary is very important in mastering Arabic. The application of Thorndike's learning theory can increase its effectiveness through the laws of readiness, practice, and effect. Another study in line with this research was conducted by Rohmah (2023), who found that applying behaviorism theory in Arabic language learning can provide positive results if done with the right approach and based on an in-depth analysis of students. In addition to these two studies, there is

also research conducted by Nunzairina et al. (2023), which shows that using YouTube provides various benefits, such as increasing children's interest in learning and providing additional resources for learning.

Based on previous research, there are several areas for improvement. First, more empirical research needs to be conducted on applying the principles of behaviorism theory in Arabic language learning. Second, digital technology needs to be used to learn mufradat. Finally, there is a need to understand how to utilize YouTube media effectively for early childhood learning.

Therefore, this study aims to analyze early childhood Arabic vocabulary learning using YouTube media from Thorndike's behaviorism theory perspective to bridge the existing knowledge gap.

II. METHODS

The type of research used is descriptive qualitative. This type of research was chosen because researchers want to analyze and describe Arabic vocabulary learning in early childhood using YouTube based on the perspective of Edward Lee Thorndike's behaviorism theory.

The sampling technique used was "purposive sampling." This sampling selection aims to select informants considered to be known and trustworthy so that they can be used as sources. The informants involved as research samples are teachers at Asy-Syukuriyah TPA.

The data collection techniques used in this research are Observation, in-depth Interviews, and Documentation. The purpose is to discover teachers' and students' activities in learning Arabic vocabulary using YouTube. The research instruments used were observation guidelines and interview guidelines. The analysis techniques used are data reduction, presentation, and conclusion. The analysis describes Arabic vocabulary learning in early childhood based on Thorndike's behaviorism theory point of view. The reduced research results refer to the main principles in the theory of behaviorism, namely the law of readiness, the law of practice, and the law of effect.

III. RESULT AND DISCUSSION
Arabic Vocabulary Learning for Early Childhood Using YouTube Based on Thorndike's Behaviorism Theory

Behaviorism is a theory that attempts to understand human behavior. Behaviorism focuses on the learning process that explains individual behavior. According to this theory, human behavior is influenced by stimuli or stimuli that trigger behavioral responses. This approach sees human behavior as a mechanistic process governed by the laws of learning (Pertiwi & Syah, 2024).

Thorndike's theory is one part of the theory of behaviorism. Edward Lee Thorndike, born in Williamsburg on August 31, 1874, developed this theory. Edward Lee Thorndike argued that learning involves forming associations between stimulus (S) and response (R). A stimulus is a change in the external environment that cues the organism to act or react. At the same time, a response is any behavior that arises from the stimulus (Kolis & Artini, 2022).

Through experiments with a hungry cat placed in a puzzle box, Thorndike concluded that for a relationship between stimulus and response to form, the individual must select the correct response through repeated attempts and trials, including experiences of failure. The most basic form of learning is "trial and error learning" or "selecting and connecting learning", and this process takes place according to specific laws (Yustinus, 2020).

Yustinus (2020) explains that Thorndike's ideas include several essential ideas related to the laws of learning: the law of readiness, the law of practice, and the law of effect. Based on the research results conducted at Asy-Syukuriyah TPA, learning Arabic vocabulary using YouTube media can be analyzed through the perspective of the theory of behaviorism put forward by Edward Lee Thorndike. Using exciting and fun YouTube videos can strengthen the association between stimulus and response through repetition and the resulting positive effects (Chofivah & Madjid, 2024). The results of the research that has been conducted are on several principles in Thorndike's theory of behaviourism, namely:

1. Law of Readiness

This law explains the relationship between a person's readiness to respond or accept something. In the learning process, a person must be in a state of readiness, meaning that the individual learning must be in good condition and ready mentally and physically (Handayani, 2022). Therefore, mature readiness is closely related to learning success. A mature readiness makes it easier for a person or student to understand the learning material delivered by the teacher (Oktaria et al., 2023).

Teachers are critical in preparing students

before learning and optimizing the teaching-learning process. The teacher's role includes facilitator, motivator, assessor, and learning planner (Sulistiani & Nugraheni, 2023). According to Dewi and Sumardi (2017), teacher preparation includes several important aspects, such as preparing the subject matter and preparing for students.

In preparing learning materials, teachers first look for relevant materials on YouTube. For example, for material about body parts, teachers will look for YouTube videos that are interesting and appropriate to the learning topic. The teacher then memorizes the video before delivering it to the children.

Before starting the lesson, the teacher prepares the children. First, the teacher makes sure the children are focused by inviting them to do the "focus clap." Learning concentration management has a very important role in the learning process. Optimal concentration levels help learners focus on learning materials, minimize irrelevant distractions, and improve comprehension skills (Kusumawardani & Larasati, 2020).

Second, after the children's attention is focused on the teacher, they are invited to read a prayer before starting the lesson. The purpose of reading prayers before learning is to ask for safety, smoothness, and calmness when learning. By praying, the learning process becomes calmer, and our minds can focus more on the material studied (Errohmah & Wahyudi, 2021). Finally, the teacher provides clear and straightforward learning instructions before showing the video material.

2. Law of Exercise

This law states that the more often a behaviour is repeated, trained, and practised, the stronger the association will be (Abidin, 2022). The main principle in this law is repetition; the more often a subject matter is repeated, the more learners will master it. In addition, the connection between stimulus and response will be more robust due to exercises but will become more potent if the connection is continued or continued. Thus, according to the law of exercise, the main principle of learning is repetition to strengthen associations and mastery of the subject matter (Shahbana & Satria, 2020).

In learning this Arabic vocabulary, the teacher uses one of the videos from YouTube with the title "Arabic Song: Members of the Body", uploaded by the TKIT Al Ittihaad Tebet

channel. The content of the material is as follows:

Arabic Language Song "Limbs of the Body"
Original song rhythm: Planting Corn
Lyricist: Mrs. Sharifah
Arrangement : Kak Ali Muchtarom
Vocal: Kak Dini

Ayo kawan kita belajar
Bahasa Arab "Anggota Tubuh"

Arabic		Indonesian
رَأْسٌ *ra'sun*	:	*Kepala*
شَعْرٌ *sya'run*	:	*Rambut*
جَبْهَةٌ *jabhatun*	:	*Dahi*
عَيْنٌ *'ainun*	:	*Mata*
أَنْفٌ *anfun*	:	*Hidung*
خَدٌّ *khaddun*	:	*Pipi*
فَمٌ *fammun*	:	*Mulut*
أُذُنٌ *użunun*	:	*Telinga*
يَدٌ *yadun*	:	*Tangan*
سِنٌّ *Sinun*	:	*Gigi*
بَطْنٌ *baṭnun*	:	*Perut*
رِجْلٌ *rijlun*	:	*Kaki*

In the learning process, the teacher plays the video three times repeatedly. This repetition aims to help students pay attention and understand the Arabic vocabulary introduced through the song in the video.

After that, the teacher instructs the students to write down the vocabulary words found in the video. This writing activity is an active exercise that directly involves the students in the learning process, thus helping to strengthen their memory of the vocabulary learned.

Once the writing is complete, the teacher

plays the video twice again, encouraging the students to recite until they memorize it. Repeating the video playback and the group recitation reinforces the students' memory and ensures they truly understand and master the taught vocabulary (Santika et al., 2021).

By replaying the video, students can attentively listen to the pronunciation of the Arabic vocabulary presented. This helps enhance their listening and pronunciation skills (Limbong et al., 2022).

Additionally, the group recitation activity actively encourages students to engage directly in learning. Students can familiarise themselves with Arabic pronunciation patterns by repeatedly practising the pronunciation of the vocabulary. The teacher can also provide feedback and guidance to the students regarding correct pronunciation (Yusuf, 2019).

Next, the teacher asks several questions to evaluate the student's understanding of the Arabic vocabulary material they learned through the video. This teaching strategy applies the principle of the Law of Exercise, where repetition and practice can strengthen the students' association and mastery of the material.

3. Law of Effect

The research showed that teachers display pride or enthusiasm when a child successfully mentions vocabulary from the video. The teacher gives verbal praise (such as "good" or "great") after the child successfully mentions vocabulary from the video, which is a form of reward for the students.

Besides verbal praise, student rewards do not always have to be tangible items. Still, they can also include gestures like thumbs up, happy smiles, applause, and other expressions of approval (Fauziah et al., 2017).

Teachers need to provide proper and effective feedback, such as through awards or recognition, to increase students' interest in learning in the classroom (Zein, 2021). Support from teachers or educators can also enhance students' interest in the material being studied in class.

Students view these rewards as recognition of their efforts. When students are given stimulation and encouragement that sparks their interest in learning, that interest will further develop. These gestures and responses indicate a change in student behaviour (Anggraini et al., 2019).

This response refers to the student's reactions to the stimuli provided by the teacher. Giving rewards to students is one way for teachers to encourage their learning process (Syamsiyah et al., 2022).

This is in line with the Law of Effect, which states that if a response produces a satisfying effect, the relationship between the stimulus and response will be strengthened. Conversely, if the reaction produces a dissatisfying effect, the relationship between the stimulus and response will weaken. In other words, people will be more motivated to learn if they know or receive good results from their efforts (Latifa et al., 2023).

As previously explained, this learning law emerged from Thorndike's experiment with a cat where food was placed outside the cage right in front of the cage door. The food was considered a positive outcome or reward for responding to the situation. Thorndike stated that individuals react mechanistically, only acting if a stimulus and situation influences them. The Law of Effect occurs in education when punishments or rewards are given. However, according to Thorndike, giving rewards plays a more critical role in education, which he highly recommends (Anggraeni et al., 2023).

In addition to YouTube videos, several other media, such as flashcards and puzzles, can be analyzed based on Thorndike's behaviorism theory.

The use of flashcards can be understood through the Law of Exercise initiated by Thorndike. The more frequent repetition of flashcards, the easier it is to remember Arabic vocabulary because the association between the stimulus (the word on the card) and the response (pronunciation or understanding of the word) is getting stronger (Mutaqqien et al., 2023). However, compared to YouTube as a digital media platform, flashcards are less attractive because YouTube offers more interactive and visually appealing videos. In contrast, flashcards only present static images or text (Kardika et al., 2022).

Meanwhile, the use of puzzle media is also in line with the law of practice in Thorndike's behaviorism theory. By using letter puzzles, children can practice recognizing and arranging letters repeatedly, which helps strengthen their memory of letters and vocabulary to be arranged (Linawati & Raymond, 2018). According to Tanjung et al., (2023), letter puzzle media generally only involves the visual aspect of letters and words. YouTube can provide a richer learning experience with visuals, audio, and interaction (Rasman, 2021). Videos on YouTube can present animations, sounds, and explanations

that are more exciting and easily understood by children (Lestari & Apoko, 2022).

Using YouTube videos in learning has several potential advantages, including attracting children's interest in learning and strengthening memory through repetition, per Thorndike's principles of behaviorism. While the current study demonstrates these benefits, further research is needed to assess how much these positive effects can be sustained over time. Future research could focus on long-term analysis of other foreign language learning at different age ranges using YouTube videos. The aim would be to evaluate the sustained impact on their learning skills.

IV. CONCLUSION

Based on the results of research on Arabic vocabulary learning activities using YouTube at Asy Syukuriyah TPA, namely as follows: (1) Before starting learning, the teacher prepares the children by placing the focus so that the child's focus is centered on the teacher, ordering prayer, and giving instructions before playing the video. (2) The teacher shows the video repeatedly to the children, orders them to write the material, invites them to recite the Arabic vocabulary together until memorized, and gives questions about the Arabic vocabulary material learned. (3) The teacher gives rewards in the form of praise for each child who successfully answers the questions given.

This research shows that learning Arabic vocabulary in early childhood using YouTube at Asy-Syukuriyah TPA aligns with Edward Lee Thorndike's theory of behaviorism. The law of readiness can be seen from the teacher making sure the children are ready to start learning. The law of practice is seen from the repetition of material through repeated video playback, which helps strengthen children's memory of new vocabulary. Finally, the law of effect is seen in the teacher's praise after the children have mastered the material. This can encourage their learning motivation.

Overall, the results of this study support the theory of behaviorism, which states that effective learning occurs through strengthening the association between stimulus and response. Thus, YouTube, as a learning medium, if used strategically and systematically, can be an effective learning medium for teaching Arabic vocabulary in early childhood. This study also emphasizes the importance of the teacher's role in facilitating and motivating students through appropriate methods and media.

This study's limitation is that its relatively short duration cannot guarantee the effectiveness of learning in the long term. Furthermore, the specific characteristics of learners, such as background and learning style, have not been explored in depth. Considering these limitations, further research can enrich the understanding of the effectiveness of using YouTube based on behaviorism theory in learning other foreign languages and in different age ranges.

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