

## The Effect of Implementation Arabic Vocabulary Repetition Punishment on Grade VII Students of Jauharul Wathon Islamic Boarding School in Muaro Jambi

Helty<sup>1\*</sup>, Eva Iryani<sup>2</sup>, Alvie Rahmadani Harahap<sup>3</sup>, Maharani Mustika<sup>4</sup>, Aldo Pratama<sup>5</sup>, Alam Nursaid<sup>6</sup>

<sup>1,2,4,5,6</sup>Universitas Jambi, <sup>3</sup>IAI Muhammad Azim Jambi

[heltyasafri@unja.ac.id](mailto:heltyasafri@unja.ac.id)\*, [evairyani@unja.ac.id](mailto:evairyani@unja.ac.id), [alvierahmadaniharahap@gmail.com](mailto:alvierahmadaniharahap@gmail.com)

Article Information	ABSTRACT
<b>Description</b>  accepted: 30 November 2023 revised: 05 December 2023 approved: 15 December 2023  <b>Keywords</b> Punishment, Arabic Language, Islamic Boarding School.	This research aims to determine the application of punishment in the learning process of students in class VII at the Islamic Boarding School, Jauharul Wathon Muaro Jambi, especially in the Arabic language learning process. Furthermore, this research tries to see what impact arises from giving punishment for repeating vocabulary on the Arabic language learning process of class VII students at the Islamic Boarding School Jauharul Wathon, Muaro Jambi. The type of research used in this research is qualitative research with a descriptive approach, and in the data collection process, the author uses observation, documentation, and interview methods. The subjects in this research were class VII Arabic language education teachers at the Islamic Boarding School, Jauharul Wathon, and Muaro Jambi. The research results show several positive and negative factors in implementing the impact of punishment for repeating vocabulary on class VII students at the Islamic Boarding School Jauharul Wathon, and Muaro Jambi. As for the impacts arising from punishment for repeating vocabulary, most of them have a positive impact, and a small part have a negative impact.



Copyright (c) 2023 Helty Asafri, Eva Iryani, Alvie Rahmadani Harahap, Maharani Mustika, Aldo Pratama, Alam Nursaid

### 1. Introduction

Every human being must always need education in his life. Education is a conscious effort to help people develop their potential through learning. Education, which functions to humanize people, is very important. By improving human resources, it becomes the main capital for the development of a nation and state, so both the government and society in general are aware of the importance of education for the next generation of the nation's children, the importance of this education as stated in Law No. 20 of 2003. The organization of education and its success can be measured by the performance of students. Therefore, the relevant components such as teachers, society, parents, government, students and others must function optimally (Yana, 2016).

Every human being must always need education in his life. Education is a conscious effort to help people develop their potential through learning. Education, which functions to humanize people, is very important. By improving human resources, it becomes the main capital for the development of a nation and state, so both the government and society in general are well aware of the importance of education for the next generation of the nation's children, the importance of this education as stated in Law No. 20 of 2003. The organization of education and its success can be measured by the performance of students. Therefore, the relevant components such as teachers, society, parents, government, students and others must function optimally (Yana, 2016).

According to Rahayu (2017), learning is a human activity that cannot be separated from human life from birth to death. According to Slameto (2013: 2) learning is an effort process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interacting with the environment. Learning can take place in the classroom. According to Dimiyati (in Subini, 2015: 12), learning is a change in a person that occurs as a result of experience. In this case, the importance is also emphasized. changes in behavior, both directly observable and not. In educational activities, it is necessary to use punishment to increase students' enthusiasm for learning and to give reprimands and warnings so that students do not repeat the same mistakes. If students are punished, it is likely that they will then study hard to be free from punishment.

## **2. Methods**

The author uses a qualitative method with a descriptive approach. Qualitative research methods are research methods based on the philosophy of postpositivism used to study natural object conditions (as opposed to experiments), where researchers are the main instruments, sampling of data sources is purposive and snowball, collection techniques with triangulation (combined), data analysis is inductive / qualitative, and qualitative research findings emphasize meaning rather than generalization (Sugiyono, 2013: 15). According to Sukmadinata (2016:72), descriptive approach is the most basic research method in qualitative research. It aims to describe or explain existing phenomena, both natural and man-made. Asbab (Al-Farmawi, 2012). Therefore, the main step of this research is data collection, namely documentation from different research sources. The sample or participant in this research is students grade VII In Jauharul Wathon Islamic boarding school Muara Jambi.

The qualitative data of this research is data in the form of words obtained from observations, interviews and documentation in the form of student point books and photographs that have been converted into words or described with explanations. While the data sources in this study are

Indonesian Language Education teachers and seventh grade students of Pondok Pesantren Jauharul Wathon Muaro Jambi. The data collection techniques used by researchers are: (1) observation, (2) interview, (3) documentation.

### **3. Result and Discussion**

Punishment is an English word that means penalty. Revealed by Baharuddin (2010: 74), punishment is presenting or providing a situation that you want to avoid to reduce behavior. Punishment is directing a behavior to be in accordance with generally accepted behavior. In this case, punishment is given when an unexpected behavior is displayed by the person concerned. In this case, punishment is given when the person exhibits an unexpected behavior or when the person does not respond or does not exhibit an expected behavior.

In the world of education, punishment is very essential and has a great influence on the educational process, because with the existence of educational punishment, it can spur students learning in schools, especially Pondok Pesantren Jauharul Wathon Muaro Jambi. From this, it can be said that in education, there must be educational punishment so that discipline can be related to learning.

There are many forms of punishment given by teachers to their students, from those that start with violence to those that are more educational. The punishment applied at Pondok Pesantren Jauharul Wathon Muaro Jambi, especially for seventh grade students in Arabic language learning is in the form of vocabulary repetition punishment, which is for students who do not memorize the vocabulary deposit that has been given at the previous meeting, then they will be given a punishment in the form of repeating vocabulary for their deposit by reading the vocabulary.

From the results of the interviews conducted, there are positive and negative factors due to the impact of the application of vocabulary repetition punishment on seventh grade students of Pondok Pesantren Jauharul Wathon Muaro Jambi.

#### **a. Positive Impact:**

- 1) Increased vocabulary: Vocabulary repetition through the application of punishment can help seventh grade students at Pondok Pesantren Jauharul Wathon Muaro Jambi to increase their vocabulary in Arabic. By repeating words regularly, students can expand their vocabulary and better understand the structure and meaning of the words.
- 2) Improve speaking skills: Regular repetition of vocabulary can help Level VII students become more adept at using words in everyday Arabic

conversation. Students will become accustomed to using the correct vocabulary and become more confident in oral communication.

- 3) Improved grammar understanding: Vocabulary repetition can also help Pondok Pesantren Jauharul Wathon Muaro Jambi Grade VII students to better understand Arabic grammar. By repeating words in the right context, students can gain a better understanding of sentence structure, grammar and word usage rules in Arabic.
- 4) Improve discipline and persistence: The application of vocabulary repetition penalties can help train students' discipline and perseverance in learning Arabic. Students should repeat vocabulary with consistency and discipline, which can help develop a positive attitude towards learning and improve their ability to learn Arabic.

b. Negative Effects:

- 1) Pressure and stress: Excessive application of vocabulary repetition punishment or not accompanied by the right approach may cause pressure and stress on students in Grade VII in Islamic boarding school Jauharul Wathon Muaro Jambi. If students feel overly pressured or fear punishment, it may disturb their emotional balance and affect their motivation to learn.
- 2) Boredom and tedium: If vocabulary repetition is monotonous and uninteresting, students may feel bored and saturated. This can reduce their interest in learning Arabic and hinder the learning motivation that vocabulary review is supposed to increase.
- 3) Lack of development of critical thinking skills: If students are too fixated on vocabulary repetition, it may hinder the development of their critical thinking skills. They may tend to use the words they have memorized without paying attention to the proper context and nuance, thus hindering their ability to think creatively and understand Arabic more deeply.
- 4) Ultimately, it is important for pesantren to balance the punishment of vocabulary repetition with a more holistic and inclusive approach to learning. An approach that includes the use of interactive methods, relevant contexts, and a deep understanding of the meaning of words and their usage can help avoid possible negative effects and strengthen students' Arabic learning.

An approach that includes the use of interactive methods, relevant contexts, and a deep understanding of the meaning of words and their usage can help avoid possible negative impacts and strengthen the overall Arabic language learning of seventh grade students of Pondok Pesantren Jauharul Wathon Muaro Jambi.

#### 4. Conclusion

In the world of education, punishment is very important and has a great influence on the educational process, because with the existence of educational punishment, it can stimulate student learning in schools, especially Islamic Boarding School Muaro Jambi. The punishment applied in Islamic Boarding School Muaro Jambi, especially for seventh grade students in Arabic language learning is in the form of vocabulary repetition punishment, which is for students who do not memorize the vocabulary deposit that has been given in the previous session, then they will be given a punishment in the form of vocabulary repetition for their deposit by reading the vocabulary as many times as instructed.

From the results of interviews conducted, there are positive and negative factors due to the impact of the application of vocabulary repetition punishment on seventh grade students at Islamic Boarding School Jauharul Wathon Muaro Jambi. vocabulary repetition through the application of punishment can help seventh grade students at Islamic Boarding School Jauharul Wathon Muaro Jambi to increase their vocabulary in Arabic. Regular repetition of vocabulary can help Grade VII students become more skillful in using words in everyday Arabic conversations. improved understanding of grammar Vocabulary repetition can also help Grade VII students at Pondok Pesantren Jauharul Wathon Muaro Jambi better understand Arabic grammar.

#### References

- Banks, J. A. (2009). *Teaching Strategies for Ethnic Studies*. Boston: Allyn & Bacon, García, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. New York: Palgrave Macmillan.
- Banks, J. A. (2009). "Multicultural Education: Issues and Perspectives." John Wiley & Sons.
- Banks, J. A., & Banks, C. A. M. (Eds.). (2010). *Handbook of research on multicultural education*.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Ivatul Mukaromah. (2021). *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam*;
- Nilai-nilai pendidikan islam dalam perspektif buya hamka.
- Nieto, S. (2015). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson.
- Nieto, S., & Bode, P. (2012). "Affirming Diversity: The Sociopolitical Context of Multicultural Education." Allyn & Bacon.
- Muhammad Aji Nugroho, (2016). *jurnal kajian islam pendidikan islam*.