



Implementation of the Scaffolding Method in Arabic Language Learning at Madrasah Tsanawiyah Darussalam Banjeng

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Abstract

Arabic language learning at the Madrasah Tsanawiyah level continues to face challenges related to the gap between expected language competence and students' actual abilities. The structural complexity of Arabic, combined with the use of less adaptive instructional methods, often results in low student participation and limited learning autonomy. This study aims to analyze the implementation of the scaffolding method in Arabic language learning at Madrasah Tsanawiyah Darussalam Banjeng and to examine its implications for students' learning processes and outcomes. A descriptive qualitative approach was employed, with data collected through classroom observations, interviews, and documentation. The data were analyzed inductively through the stages of data reduction, data display, and conclusion drawing. The findings indicate that scaffolding provides systematic and gradual instructional support, enhances students' mastery of vocabulary and sentence structures, and improves productive language skills, particularly speaking and writing. Moreover, the method fosters more collaborative classroom interactions and strengthens students' learning independence. This study concludes that scaffolding is an effective pedagogical approach for Arabic language learning and holds significant potential for broader application in foreign language instruction within the madrasah context.

Keywords: Arabic Language Learning, Madrasah Tsanawiyah Education, Scaffolding Method

ملخص

لا يزال تعليم اللغة العربية في مرحلة المدرسة المتوسطة الإسلامية يواجه تحديات تتعلق بوجود فجوة بين الكفايات اللغوية المتوقعة ومستوى القدرات الفعلية لدى المتعلمين. ويؤدي تعقيد البنية اللغوية للغة العربية، إلى جانب استخدام أساليب تعليمية أقل تكيّفًا مع احتياجات المتعلمين، إلى ضعف المشاركة الصفية ومحدودية الاستقلالية في التعلم. تهدف هذه الدراسة إلى تحليل تطبيق أسلوب السقفة في تعليم اللغة العربية في المدرسة الثانوية الإسلامية دار السلام بانجيج، والكشف عن انعكاساته على عملية التعلم ونتائجها. اعتمدت الدراسة المنهج الوصفي النوعي، حيث جمعت البيانات من خلال الملاحظة الصفية، والمقابلات، وتحليل الوثائق، ثم جرى تحليلها تحليلًا استقرائيًا عبر مراحل اختزال البيانات، وعرضها، واستخلاص الاستنتاجات. وأظهرت نتائج الدراسة أن أسلوب السقفة يوفّر دعمًا تعليميًا تدريجيًا ومنهجيًا، ويسهم في تحسين إتقان المفردات وبنية الجملة، وتنمية المهارات اللغوية الإنتاجية، ولا سيما مهارتي التحدث والكتابة. كما يعزز هذا الأسلوب التفاعل التعاوني داخل الصف ويقوّي استقلالية المتعلمين في التعلم. وتخلص الدراسة إلى أن أسلوب السقفة يُعد مدخلًا تربويًا فعالًا في تعليم اللغة العربية، وله إمكانات واسعة للتطبيق في تعليم اللغات الأجنبية في سياق المدارس الإسلامية.

الكلمات المفتاحية: تعليم اللغة العربية، تعليم المدرسة الثانوية، طريقة السقفة

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Introduction

Language is a vital medium of human communication, as it functions as a conduit for conveying intentions and purposes.¹ Language is an essential tool of communication; through language, individuals are able to comprehend messages conveyed by others. It facilitates social interaction, communication, and adaptation to one's environment.² Acquiring Arabic language skills not only facilitates communication but also provides deeper insights into the cultural, religious, and historical contexts of the Arab world.³ Arabic language learning has become an integral part of the educational curriculum in various institutions, especially in the Islamic world.⁴ One of the main challenges in Arabic language learning at madrasahs, particularly in language skills, is how teachers manage the learning process so that students can gradually and independently build their understanding. According to Basiran, the objective of language learning is to develop communication skills across various communicative contexts.⁵

In general, the Arabic language shares similarities with other languages in the world. However, Arabic also has distinctive characteristics that other languages do not possess, particularly in several aspects: syntactic, morphological, and semantic aspects.⁶ In an ideal learning system, students are expected to acquire several Arabic language skills, including: listening skills (*maharatul istimā'*), speaking skills (*maharatul kalām*), reading skills (*maharatul qirā'ah*), and writing skills (*maharatul kitābah*).⁷ The four primary language competencies listening, speaking, reading, and writing are

¹ Fitria Fitria et al., "Analisis Gaya Bahasa Pembelajar Bahasa Arab Sebagai Bahasa Asing: Studi Kasus pada Alumni Pesantren dan Non Pesantren," *Mantiqutayr: Journal of Arabic Language* 4, no. 1 (2024): 314. DOI: <https://doi.org/10.25217/mantiqutayr.v4i1.4074>

² Annisa Hanin Larenzi et al., "Development of Quizlet Platform-Based Platform Based Learning Media for Middle School Students' Understanding of Arabic Vocabulary," *Mantiqutayr: Journal of Arabic Language* 4, no. 2 (2024): 383. DOI: <https://doi.org/10.25217/mantiqutayr.v4i2.4256>

³ Raji Isah Aliyu, Ibrahim Mukhtar Adam, and Murtala Abdurrashid, "Effectiveness of E-Learning Mode for Developing Arabic Language Skills for Non-Arab Speakers in Nigeria: An Empirical Study on FCE Katsina Students," *Journal of Innovative Research (JIR)* 2, no. 3 (2024): 7. DOI: <https://doi.org/10.54536/jir.v2i3.2163https://journals.e-palli.com/home/index.php/jir>

⁴ Rania Izzati et al., "The Relevance of Arabic Language Learning According Accord Ing to Rusydi Ahmad Thu ' Aimah with Modern Education Strategies," *Mantiqutayr: Journal of Arabic Language* 5, no. 1 (2025): 42. DOI: <https://doi.org/10.25217/mantiqutayr.v5i1.5127>

⁵ Ambo Pera Aprizal, "Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam," *Jurnal Pendidikan Guru* 2, no. 2 (2021): 90. DOI: <https://doi.org/10.47783/jurpendigu.v2i2.232>

⁶ Fatah Fuad Fakhruddin and Nurul Latifatul Inayati, "Implementasi Metode Takrir dalam Meningkatkan Tazwidul Mufradat Siswa Kelas X MA PPMI Assalam Sukobarjo," *Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab* 6, no. 2 (2024): 316. DOI: <https://doi.org/10.21154/tsaqofiya.v6i2.654>

⁷ Naura Najipa and Darwin Zainuddin, "Analisis Materi Ajar dalam Buku Mabir Bahasa Arab 2 untuk Kelas XI Madrasah Aliyah Program Keagamaan," *Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab* 2, no. 3 (2023): 182. DOI: <https://doi.org/10.21154/tsaqofiya.v5i2.203>

taught in an integrated manner.⁸ However, acquiring Arabic as a second language remains a significant challenge for learners due to its complex morphology, syntax, and phonology.⁹

In the context of Arabic language learning, active interaction between learners and educators may involve a variety of instructional activities. However, numerous challenges continue to emerge in the teaching and learning of Arabic. Among these challenges is the perception held by many learners that Arabic is a difficult and monotonous language to study. This perception may arise from several factors, including teachers' limited creativity in utilizing instructional media, the linguistic complexity of Arabic, inadequate learning facilities and resources, as well as the teacher's personal and professional characteristics.¹⁰ These difficulties constitute a significant challenge for educational stakeholders and Arabic language teachers in determining appropriate instructional methods. Therefore, it is essential to implement teaching approaches that are capable of creating an engaging and enjoyable learning atmosphere, while simultaneously fostering students' attention and motivation to learn Arabic.¹¹

There are many varieties of methods used in teaching Arabic, whether traditional, post-modern, or modern (innovative). The success of Arabic language learning also depends on how educators (teachers) select the appropriate method for their instructional process.¹² A learning method can be likened to a form of service that will be appreciated by students and leave a lasting impression on their hearts and minds.¹³ The definition of a learning method, according to Abd. Al-Halim Ibrahim as cited in Munir, is the style, approach, or technique used by teachers or educators in the learning process to achieve predetermined learning objectives in the clearest, most effective, and most efficient way.¹⁴ Learning methods constitute one component of instructional design, referring to the ways in which a specific learning environment is systematically planned following the implementation of particular instructional strategies within the teaching learning process.¹⁵

Arabic language learning as a foreign language requires creative efforts. Such efforts are necessary so that Azyumardi Azra's criticism that supporters of Arabic, whether teachers or lecturers, are often insufficiently creative in developing methods suited to learning conditions no longer holds

⁸ Amri Yahya et al., "Implementation and Strategies Differentiated Learning for Arabic Language Learning at Islamic High School," Mantiq Tayr: Journal of Arabic Language 5, no. 2 (2025): 366. DOI: <https://doi.org/10.25217/mantiqtayr.v5i2.6203>

⁹ Zeiburhanus Saleh, Nurul Murtadlo, and Abdul Wahab Rosyidi, "Acquiring Arabic As A Second Language Among Senior High School Students," IJAZ ARABI: Journal of Arabic Learning 8, no. 1 (2025): 564. DOI: <https://doi.org/10.18860/ijazarabi.V8i1.26523>

¹⁰ Annisa Hafitria and Imam Asyrofi, "Pengembangan Media Augmented Reality dalam Pembelajaran Mufradat," Jurnal Pendidikan Bahasa dan Sastra Arab 6, no. 1 (2024): 36. DOI: <https://doi.org/10.21154/tsaqofiya.v6i1.253>

¹¹ R. Umi Baroroh and Fauziah Nur Rahmawati, "Metode-Metode dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman 9, no. 2 (2020): 180. DOI: <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>

¹² Sugirma et al., "Analisis Terhadap Pembelajaran Bahasa Arab di Madrasah Aliyah," Edukatif: Jurnal Ilmu Pendidikan 4, no. 5 (2022): 7108. DOI: <https://doi.org/10.31004/edukatif.v4i5.3726>

¹³ Asnul Uliyah and Zakiyah Isnawati, "Metode Permainan Edukatif dalam Pembelajaran Bahasa Arab," Shaut Al Arabiyah 7, no. 1 (2021): 31. DOI: <https://doi.org/10.24252/saa.v1i1.9375>

¹⁴ Sri Nurul Aminah, "Metode-Metode Pembelajaran Bahasa Arab," Prosiding Semnasbam 1, no. 1 (2020): 162. <https://prosiding.arab-um.com/index.php/semnasbama/article/view/600>

¹⁵ Ahmad Nahidl Silmy et al., "Urgensi Metode Belajar Dalam Pembelajaran Bahasa Alam Pembelajaran Bahasa Arab (Bagi Penutur Non-Arab)," Mantiq Tayr: Journal of Arabic Language 4, no. 2 (2024): 370. DOI: <https://doi.org/10.25217/mantiqtayr.v4i2.4423>

true.¹⁶ A high-quality learning process will lead to high-quality learning outcomes. To achieve such a process, a teacher must be able to apply teaching methods that are appropriate to the students' conditions and classroom situation. Conversely, if the teaching method used does not match the needs and characteristics of the students, it will instead lower the quality of the learning process, which in turn negatively affects students' learning outcomes.¹⁷

The scaffolding method was first introduced by Vygotsky. This method refers to the guidance provided by a teacher to students during the learning process through focused tasks and positive interactions.¹⁸ Scaffolding refers to support designed to enable the student to perform a task or achieve a goal that goes beyond the student's unassisted efforts.¹⁹ The teacher's role also shifts from that of a dominating authority to a supporting guide, rather than a directional one in the learning process.²⁰

According to Vygotsky, scaffolding is a technique of providing assistance by more knowledgeable individuals (such as teachers or more capable peers) throughout the learning process so that students can move from their actual development zone to their potential development zone.²¹ The zone between a student's actual developmental level and their potential developmental level is known as the Zone of Proximal Development. The Zone of Proximal Development refers to a developmental level that is slightly above the student's current level. This increase in cognitive structure is based on the belief that when students are within the Zone of Proximal Development defined as "an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner" they are able to reach learning achievements beyond what they can accomplish alone. With appropriate guidance and support, students have the potential to develop optimally.²² The formation of scaffolding plays a dominant role in shaping students' mental development, in which the teacher functions as a reminder and supporter, helping students achieve a higher level of thinking in solving the problems they encounter.

This method encourages students to learn through their own active involvement. However, during the learning process, students receive assistance or guidance from the teacher to help them stay on track so that both the learning activities and the intended learning objectives can be achieved

¹⁶ Jafar Shodiq Muhammad, "Metode Pembelajaran Bahasa Arab Aktif-Inovatif Berbasis Multiple Intelligences," *Al Mahāra Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2020): 130. DOI: <https://doi.org/10.1093/gao/9781884446054.article.t060170>

¹⁷ Asni Furoidah, "Komparasi Hasil Belajar Bahasa Arab Siswa Melalui Metode NHT dan TGT di MTs Ma'arif Jember," *Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab* 5, no. 2 (2023): 278. DOI: <https://doi.org/10.21154/tsaqofiya.v5i2.358>

¹⁸ Liharti, "Implementasi Metode Pembelajaran Scaffolding dalam Meningkatkan Hasil Belajar Siswa Mata Pelajaran Pendidikan Agama Islam di Kelas V SD Negeri 51 Kaur," *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam* 2, no. 8 (2022): 145–56. DOI: <http://studentjournal.iaincurup.ac.id/index.php/guau>

¹⁹ Anna Mavroudi, Asli Lidice Göktürk Sağlam, and Dina Tsagari, "Perceived Benefits and Challenges of Scaffolds in Online Education – a Mixed Method Case Study with Teacher Students," *Interactive Learning Environments* 4820, no. 15 (2025): 2. DOI: <https://doi.org/10.1080/10494820.2025.2596897>

²⁰ Sultan Almelhes, "Reframing Learner Autonomy in Arabic Language Education for Non-Native Speakers: A Theoretical Framework of Power, Control, and Motivation," *Frontiers in Education*, October (2025): 1–11. DOI: <https://doi.org/10.3389/educ.2025.1622527>

²¹ Ismail Shalahudin, "Peningkatan Kemampuan Baca Tulis Al-Qur'an Melalui Metode Scaffolding pada Siswa Kelas V MI Terpadu Ad-Dimyati Bandung," *Atthulab* 3, no. 2 (2018): 1–8. DOI: <https://doi.org/10.15575/ath.v3i2.4210>

²² Amran Fauzi, Herpratiwi Herpratiwi, and Riswandi Riswandi, "Penerapan Strategi Scaffolding pada Pembelajaran Fiqih di Era Pasca Pandemi Covid-19," *Sustainable Jurnal Kajian Mutu Pendidikan* 5, no. 1 (2022): 70. DOI: <https://doi.org/10.32923/kjimp.v5i1.2425>

effectively.²³ Catering to the needs of the individual during the learning process is at the core of several instructional approaches, such as personalized, individualized, and adaptive instruction.²⁴ Guidance here does not only involve continuously delivering material; it can also be done through demonstration by providing examples or instructions, solving problems step by step, or prompting students by connecting new problems to what they already know or have experienced. This approach enables students to understand and grasp the material individually.²⁵

This study aims to conduct an in-depth analysis of the implementation of the scaffolding method in Arabic language instruction at Madrasah Tsanawiyah Darussalam Banjeng, particularly within the context of teaching Arabic as a foreign language at the Islamic lower secondary education level. The primary focus of the research is directed toward describing the forms of scaffolding employed by teachers, the stages of providing and gradually withdrawing instructional support, and the dynamics of teacher–student interaction throughout the learning process. Furthermore, this study seeks to reveal the implications of the scaffolding method for both the learning process and learning outcomes in Arabic language education, including improvements in students’ understanding of *mufradāt* (vocabulary), sentence structure, and the development of productive language skills, particularly *maharah kalām* (speaking skills) and *maharah kitābah* (writing skills). In addition, the research attempts to identify the role of scaffolding in fostering learner autonomy, self-confidence, and collaboration among students, in accordance with the principles of the Zone of Proximal Development within Vygotsky’s social constructivist theory.

As a theoretical and empirical foundation for this study, it is essential to examine a number of relevant previous studies. These studies provide insights into the conceptual framework, implementation, and effectiveness of scaffolding in the learning process, particularly in supporting learners in overcoming learning difficulties. Moreover, a review of prior research serves to strengthen the positioning of the present study by identifying its similarities and differences with earlier investigations, as well as by clearly articulating the contribution and novelty offered within the context of the learning setting under examination. First, a study entitled “The Implementation of the Scaffolding Method in Local History Learning”²⁶ found that the development of students’ local historical awareness through the implementation of the scaffolding method can be achieved by providing continuous assistance and guidance. However, as students’ abilities gradually improve, teachers should progressively reduce the level of support and encourage students to learn independently. If students have not yet attained independence in understanding local history, teachers may return to a supportive system to assist learners in making further progress until they are fully capable of achieving independent learning.

Second, a study entitled “Early Childhood Teachers’ Perceptions of the Use of Digital Media in Learning: A Developmental Psychology Perspective (A Case Study at TKIT Sholahuddin Al

²³ Wulandari et al., “Penerapan Metode Scaffolding Berbantuan Soal Hots untuk Meningkatkan Kemampuan Berpikir Kritis Matematis Siswa pada Materi Trigonometri,” *Jurnal Serambi Ilmu*; Journal of Scientific Information and Educational Creativity 24, no. 1 (2023): 30–41. DOI: <https://doi.org/10.32672/si.v25i1.5789>

²⁴ Sarah I Hofer and Frank Reinhold, “Scaffolding of Learning Activities: Aptitude-Treatment-Interaction Effects in Math?,” *Learning and Instruction* 99, no. June 2024 (2025): 102177. DOI: <https://doi.org/10.1016/j.learninstruc.2025.102177>

²⁵ Wahyuning Retnodari, Widanty Faddia Elbas, and Selvi Loviana, “Scaffolding dalam Pembelajaran Matematika,” *LINEAR: Journal of Mathematics Education* 1, no. 1 (2020): 15. DOI: <https://doi.org/10.32332/linear.v1i1.2166>

²⁶ Fatma Wati, “Implementasi Metode Scaffolding dalam Pembelajaran Sejarah Lokal,” *Jurnal Sajaratun Pendidikan Sejarah* 04, no. 01 (2020): 80. DOI: <https://doi.org/10.37478/sajaratun.v5i1.1354>

Ayyubi Sumedang)²⁷, revealed that teachers perceive digital media as a highly effective instrument for enhancing learners' motivation, enriching language skills through digital storytelling, and providing dynamic cognitive scaffolding within children's Zone of Proximal Development (Vygotsky). However, from a developmental psychology perspective, educators also expressed critical concerns regarding the importance of maintaining concrete physical interactions characteristic of Piaget's preoperational stage, as well as preventing the risks of social isolation and the decline of fine motor skills resulting from excessive screen exposure.

Third, a study entitled "The Implementation of the Scaffolding Method within the Zone of Proximal Development (ZPD) to Improve the Learning Outcomes of Grade X-1 Students at SMAN 6 South Tangerang City",²⁸ found that the application of the scaffolding method within the Zone of Proximal Development effectively improved students' learning outcomes. In this approach, teachers provided gradual and structured guidance aligned with students' levels of understanding until learners were able to complete tasks independently.

Fourth, a study entitled "Scaffolding Project-Based Learning and Self-Efficacy in Instilling the Value of *Tawazun* in Nahwu Instruction",²⁹ demonstrated that the implementation of the Scaffolding Project-Based Learning (PjBL) model significantly enhanced students' understanding of the value of *tawazun* in the learning of *Nahwu* at the Madrasah Aliyah level. This model enabled students to engage in active and reflective learning through structured projects accompanied by gradual guidance from teachers, allowing grammatical concepts such as *mubtada'–khabar* and *fā'il–fi'l* to be understood not merely as formal rules, but also to be internalized as representations of balance in everyday life. Furthermore, students' levels of self-efficacy were found to have a positive influence on their comprehension of the value of *tawazun*, as learners with higher self-confidence were better able to relate instructional content to meaningful contexts and real-life applications.

Fifth, a study entitled "The Implementation of the Four Aspects of Language Learning Theory in Arabic Language Instruction for Students with Special Needs",³⁰ revealed that the phonetic approach effectively assisted students with speech disorders and dyslexia in improving their pronunciation. Meanwhile, the grammatical approach, supported by scaffolding techniques, enabled slow learners to better understand linguistic structures. In addition, the semantic approach, implemented through storytelling techniques and word games, enriched students' vocabulary, whereas the graphological approach, which employed tracing methods and interactive media, enhanced learners' skills in writing Arabic letters.

The novelty of this study lies in its comprehensive empirical investigation of the implementation of the scaffolding method in Arabic language learning at the Madrasah Tsanawiyah

²⁷ Eska Hifdiyah Sahal and Mayasari, "Persepsi Guru PAUD Terhadap Penggunaan Media Digital dalam Pembelajaran: Tinjauan dari Perspektif Psikologi Perkembangan (Studi Kasus di TKIT Sholahuddin Al Ayyubi Sumedang)," *Journal of Golden Generation Education* 2, no. 1 (2026): 253. DOI: <https://doi.org/10.65244/jgge.v2i1.197>

²⁸ Lina Marlina and Yayuk Muji Rahayu, "Penerapan Metode Scaffolding pada Zone of Proximal Development (ZPD) dalam Meningkatkan Hasil Belajar Peserta Didik Kelas X-1 SMAN 6 Kota Tangerang Selatan," *PRO PATRIA Jurnal Pendidikan, Kewarganegaraan, Hukum, Sosial dan Politik* 8, no. 1 (2025): 53. DOI: <https://doi.org/10.47080/propatria.v8i1.3786>

²⁹ A'ffatin Fakhriyah and Imam Nur Aziz, "Scaffolding PjBL dan Self-Efficacy untuk Menanamkan *Tawazun* dalam Pembelajaran *Nahwu*," *Jurnal Pengabdian Masyarakat dan Riset Pendidikan* 3, no. 4 (2025): 1527. DOI: <https://doi.org/10.31004/jerkin.v3i4.609>

³⁰ Muhammad Tareh Aziz, Laili Mas Ulliyah Hasan, and Syifaul Adhimah, "Jembatan Kurikulum: Inklusi dan Pembelajaran Bahasa Arab dalam Konteks Multikultural," *Journal of Practice Learning and Educational Development* 4, no. 3 (2024): 158. DOI: <https://doi.org/10.58737/jpled.v4i3.292>

level, with a particular emphasis on the learning process in a naturalistic context. Unlike previous studies that have generally focused on scaffolding in non-language subjects or examined its effectiveness primarily through quantitative approaches, this research positions scaffolding as an adaptive pedagogical approach analyzed through teachers' authentic classroom practices in managing students' heterogeneous abilities based on the Zone of Proximal Development. Furthermore, this study offers originality through a systematic mapping of integrated forms of scaffolding, encompassing linguistic, conceptual, procedural, and metacognitive scaffolding within Arabic language instruction. The analysis is not limited to grammatical aspects but also extends to the development of *mufradāt* (vocabulary) and productive language skills, particularly *maharab kalam* (speaking) and *maharab kitabab* (writing), which have received limited attention in prior scaffolding studies within the madrasah context.

In learning activities, scaffolding can be implemented through group work, small-group discussions, or individual tasks. By applying the scaffolding approach, students become actively engaged in various learning activities; they do not merely listen but are required to actively seek, discover, discuss, formulate, and report their learning outcomes. Thus, the implementation of scaffolding in learning can guide students to develop independent learning skills to find, understand, and communicate information, which is one of the essential 21st-century learning competencies.³¹ Veeramuthu stated that the objectives and understanding of scaffolding learning include: (1) stimulating students' development, (2) encouraging students' creativity, (3) enhancing and improving the teaching process, (4) supporting the development of students' self-concept, (5) providing attention and guidance to students, (6) stimulating students' reflection, and (7) assisting in clarifying and achieving learning objectives.³²

Based on the description above, a study was conducted entitled *The Implementation of the Scaffolding Method in Arabic Language Learning at Madrasah Tsanawiyah Darussalam Banjeng*. Through this research, it is expected to find findings that can contribute to the development of more effective Arabic teaching strategies and provide insights into how scaffolding can be utilized to improve the quality of Arabic language learning at various educational levels.

Scaffolding is a learning strategy grounded in Vygotsky's social constructivist theory, particularly the concept of the Zone of Proximal Development, which refers to the gap between learners' actual abilities and their potential abilities that can be achieved through assistance from more competent others. Scaffolding is understood as the provision of learning support in a gradual and structured manner, which is intensive at the initial stage and then progressively withdrawn as learners' independence increases. In the instructional context, the teacher acts as a facilitator who provides support in the form of modeling, guiding questions, directions, and feedback. Several studies have demonstrated that scaffolding can enhance learners' understanding of language structure, speaking and writing skills, as well as their learning motivation. In Arabic language learning, scaffolding is particularly relevant given the linguistic complexity of Arabic in terms of morphology, syntax, and semantics. However, most previous studies have tended to focus on

³¹ Ni Ketut Erawati and Made Harum Astarini, "Penerapan Scaffolding Sebagai Upaya Meningkatkan Aktivitas Belajar Matematika Siswa," *Emasains: Jurnal Edukasi Matematika dan Sains* 12, no. 1 (2023): 59–70. DOI: <https://doi.org/10.5281/zenodo.7869460>

³² Citra Kusumaningsih and Azman Azman, "Penerapan Pendekatan Scaffolding dalam Meningkatkan Keterampilan Berbicara," *Jurnal Pendidikan Bahasa* 7, no. 2 (2021): 294. DOI: <https://doi.org/10.31571/bahasa.v7i2.1008>

specific aspects, such as *nahwu* instruction, reading skills, or the improvement of learning outcomes, without examining the overall process of scaffolding implementation in a comprehensive manner.

Method

This study used a qualitative research design with a descriptive approach to provide an in-depth depiction of the implementation of the scaffolding method in Arabic language learning. The subjects were not subjected to experimental manipulation; instead, they were observed naturalistically within the ongoing learning context. This design allows the researcher to identify the forms of gradual support provided by the teacher, students' responses, and the interaction dynamics that emerge during the learning process. The choice of a descriptive qualitative design aligns with the research objective, which is to understand the process as it occurs, rather than to test causal relationships or compare treatments between groups.³³

The research procedures included classroom observation, interviews, and documentation as the main data collection techniques. Observations were conducted to obtain a direct picture of the implementation of scaffolding, including the stages of support provided, techniques used by the teacher, and changes in students' responses during the learning process. Interviews were carried out with the Arabic language teacher and ninth-grade students at Madrasah Tsanawiyah Darussalam Banjeng to gain deeper insights into scaffolding strategies, the challenges of its implementation, and students' perceptions. Documentation included syllabi, lesson plans, assignment sheets, and relevant learning outcome records to complement information from observations and interviews. All procedures followed established qualitative research principles, with minor modifications adapted to the madrasah context. Data analysis involved organizing the data, breaking it down into units, synthesizing, identifying patterns, selecting relevant information, and drawing conclusions that could be communicated to others. In this context, data analysis is understood as the process of examining and interpreting data to discover meaning, insights, and conclusions from the entire dataset. It also involves systematically arranging, sorting, and processing data into a meaningful structure.³⁴

The research instruments consisted of observation guidelines, interview guides, and documentation sheets. Instrument validity was ensured through expert judgment, while data credibility was maintained using source and method triangulation techniques. Data analysis followed the stages of data reduction, data display, and conclusion drawing, as outlined in Miles and Huberman's interactive analysis model. These stages allowed the researcher to systematically identify patterns in the implementation of scaffolding and interpret their implications for the Arabic language learning process at Madrasah Tsanawiyah Darussalam Banjeng.

Result and Discussion

The research efforts undertaken by the researcher have produced a comprehensive description of the implementation of the scaffolding method in Arabic language learning at Madrasah Tsanawiyah Darussalam Banjeng. Specifically, this study portrays the practice of providing gradual learning support employed by teachers in Arabic instruction, encompassing the mastery of *mufradāt* (vocabulary), sentence structure, and the development of productive language skills, particularly

³³ Matthew B, Miles, and A Michael Huberman, *Qualitative Data Analysis a Methods Sourcebook*, 3rd ed., (California: SAGE Publications, 2014), hlm. 27.

³⁴ Sirajuddin Saleh, *Analisis Data Kualitatif*, ed. Hamzah Upu., (Bandung: Pustaka Ramadhan, 2017), hlm. 53.

maharah kalām (speaking) and *maharah kitābah* (writing). Furthermore, the implementation of scaffolding in this study demonstrates an alignment between the demands of the madrasah curriculum and the actual conditions of learners, who possess diverse backgrounds and varying levels of ability.

This study employs a descriptive qualitative approach, with research stages carried out systematically to obtain an in-depth understanding of the learning process. The first stage involves an analysis of learning needs and context, conducted through initial observations and interviews to identify students' proficiency levels and the difficulties they encounter in Arabic language learning. The second stage focuses on the planning and implementation of scaffolding-based instruction, in which the teacher provides initial support in the form of modeling, guided practice, guiding questions, and collaborative activities tailored to the students' Zone of Proximal Development. The third stage entails the gradual withdrawal of support and evaluation, aimed at fostering students' learning autonomy and assessing the impact of scaffolding on their comprehension of the material and their language skills.

Based on the results of in-depth interviews conducted by the researcher with students and the Arabic language teacher, a comprehensive picture of the implementation of the scaffolding approach in the learning process was obtained. One student stated that the assistance provided by the teacher during the initial stage of learning, such as explanatory examples and step-by-step guidance, made material that was initially perceived as difficult easier to understand. The student expressed, "When the teacher explains the material gradually and provides examples in advance, I understand the lesson better and do not immediately feel overwhelmed." A similar view was conveyed by other students, who indicated that the teacher's gradual guidance helped them adjust to the level of difficulty of the material, thereby making the learning process more comfortable and reducing excessive pressure. In addition to cognitive understanding, students also reported positive changes in the affective domain, particularly in terms of self-confidence. One student stated that after receiving guidance at the beginning of the learning process, he or she felt more prepared to complete tasks independently. The student noted, "After being given direction and engaging in guided practice, I became more confident in completing tasks on my own because I already understood the steps involved." This finding indicates that the gradual withdrawal of instructional support encourages students to develop greater independence in completing academic tasks.

The interview results with the Arabic language teacher indicate that the implementation of scaffolding facilitates the management of students' diverse ability levels in the classroom. According to the teacher, each student possesses a different level of prior understanding, which necessitates a flexible and adaptive instructional strategy. The teacher stated, "Through scaffolding, I am able to adjust the level of support according to students' abilities. I provide more intensive guidance for those who still experience difficulties, while allowing those who have already understood the material to learn more independently." The teacher further added that this approach is effective in reducing gaps in understanding among students, as the learning process does not proceed uniformly but is instead tailored to the individual needs of each learner. Thus, the interview findings from both students and the teacher consistently indicate that the scaffolding approach not only supports students' gradual understanding of the learning material but also contributes to the enhancement of self-confidence and learner autonomy. These findings underscore that the implementation of scaffolding in Arabic language instruction operates effectively and is closely aligned with students' classroom learning needs.

Based on Vygotsky's perspective, it can be said that the main principles of social constructivism align closely with scaffolding, making it applicable in the learning process as follows.³⁵ Within this framework, knowledge is actively explored by students, who are encouraged to reason independently and construct understanding based on their own conceptual frameworks. Students are viewed as capable of discovering knowledge autonomously and continuously developing their scientific concepts. In this context, the teacher's role shifts to that of a facilitator who provides guidance to ensure that the learning process proceeds effectively. This approach enables students to solve problems more effectively and emphasizes the importance of questioning as a fundamental component of critical thinking. Furthermore, the teacher is responsible for evaluating students' ideas and adapting the curriculum to accommodate students' needs and learning characteristics.

Field findings indicate that the learning process is no longer centered on the one-way transmission of knowledge; instead, it encourages students to actively construct understanding through interaction, gradual guidance, and continuous reflection. First, students are provided with opportunities to seek and develop knowledge independently. In classroom practice, teachers do not immediately supply answers to emerging questions or problems, but rather guide students to explore the meanings of vocabulary, sentence structures, and the contextual use of Arabic through examples, group discussions, and guided exercises. These findings are consistent with Vygotsky's view that knowledge is actively constructed by individuals through social interaction and meaningful learning experiences within the Zone of Proximal Development. The implementation of the Zone of Proximal Development focuses on social interactions among learners, with the aim of facilitating and enhancing their developmental processes.³⁶

Second, the learning process enables students to reason and understand concepts based on their own cognitive frameworks. Teachers employ guiding questions and step-by-step exercises to assist students in connecting new knowledge with their prior knowledge. Students' active participation in the learning process indirectly contributes to the evolution of knowledge.³⁷ As a result, students do not merely memorize Arabic grammatical rules but are able to comprehend the underlying logic of language use within broader contexts. This indicates that scaffolding functions as a cognitive bridge that facilitates students' transition from actual understanding to potential understanding.

Third, students are observed to engage in a continuous process of concept discovery, particularly in understanding shifts in linguistic concepts, such as verb usage, sentence structures, and contextual meanings. This process unfolds gradually through repeated practice, teacher feedback, and reflective discussions. These findings reinforce the assumptions of social constructivism that learning is a dynamic and evolving process, rather than an instantaneous outcome of information transmission.

³⁵ Retnodari, Wahyuning, Widanty Faddia Elbas, and Selvi Loviana. "Scaffolding dalam Pembelajaran Matematika." *LINEAR: Journal of Mathematics Education* 1, no. 1 (2020): 15. DOI: <https://doi.org/10.32332/linear.v1i1.2166>

³⁶ Aprilia Iva Swastika and Indah Wahyu Puji Utami, "Penerapan Scaffolding pada Zone of Proximal Development (ZPD) Kelas X DKV-2 di SMK Terhadap Mata Pelajaran Sejarah," *The Journal of Innovation and Teacher Professionalism* 3, no. 1 (2025): 17. DOI: <https://doi.org/10.17977/um084v3i12025p68-76>

³⁷ Istiqomah As Sayfullooh et al., "Relevansi Teori Konstruktivistik Vygotsky dengan Kurikulum Merdeka: Studi Kepustakaan," *Jurnal Tinta* 5, no. 2 (2023): 74. DOI: <https://doi.org/10.35897/jurnaltinta.v5i2.1011>

Fourth, the teacher's role in the learning process is predominantly that of a facilitator and provider of learning support rather than the sole source of knowledge.³⁸ Teachers offer guidance, examples, and assistance during the initial stages of learning, and then gradually reduce the intensity of support as students' independence increases. This pattern aligns with the concept of scaffolding, in which support is provided temporarily and tailored to students' needs to ensure that the learning process proceeds optimally.

Fifth, field findings indicate that students are able to address learning-related problems more effectively, both individually and collaboratively. Through gradual guidance and collaborative work, students become more confident in completing Arabic language tasks, such as constructing sentences or comprehending reading texts. This condition demonstrates that scaffolding not only enhances cognitive understanding but also fosters the development of problem-solving skills.

Sixth, the learning process strongly emphasizes the importance of questioning as a tool for knowledge construction. Teachers actively encourage students to ask questions, express their ideas, and respond to their peers' questions. This dialogic interaction reflects a core principle of social constructivism, namely that language and social interaction serve as primary mediators of cognitive development.

Seventh, teachers conduct formative evaluations of students' opinions and understanding rather than relying solely on summative assessment of final outcomes. Feedback is provided continuously throughout the learning process, enabling students to revise and refine their understanding in real time. This approach demonstrates that evaluation within scaffolding is educative in nature (assessment for learning), rather than merely a means of measuring learning outcomes.

Eighth, the findings also indicate that teachers adapt the curriculum and instructional strategies to students' responses and learning needs. Such adjustments are implemented through ability-based grouping, the selection of contextualized materials, and the modification of tasks in accordance with students' developmental levels. This practice reinforces the relevance of Vygotsky's theory, which emphasizes the importance of educators' sensitivity to differences in learners' abilities and stages of learning development.

Overall, the field findings demonstrate that the implementation of scaffolding in Arabic language learning at Madrasah Tsanawiyah Darussalam Banjeng is not merely technical or methodological in nature, but is strongly grounded in the principles of social constructivism. Learning becomes more participatory, adaptive, and oriented toward the development of students' learner autonomy. Accordingly, the results of this study affirm that scaffolding is a relevant and effective approach for Arabic language instruction, particularly within the context of madrasahs characterized by a high degree of learner ability heterogeneity.

The implementation of scaffolding is a form of instructional support provided by educators to students, which encourages them to develop their initiative, motivation, and personal resources.³⁹ As with any effective learning activity, clear decision-making by the teacher is required during the

³⁸ Sigit Wibowo, Muhammad Nur Wangid, and Fery Muhamad Firdaus, "The Relevance of Vygotsky's Constructivism Learning Theory with the Differentiated Learning Primary Schools," *Journal of Education and Learning (EduLearn)* 19, no. 1 (2025): 432. DOI: <https://doi.org/10.11591/edulearn.v19i1.21197>

³⁹ Lus Viana Dewi et al., "Pengaruh Aktivitas Belajar Terhadap Hasil Belajar Siswa Menggunakan Model Pembelajaran Discovery Learning dengan Metode Scaffolding," *Jurnal Pendidikan Matematika dan IPA* 10, no. 2 (2021): 137. DOI: <https://doi.org/10.26418/jpmipa.v10i2.27630>

planning stage, throughout the implementation of instruction, and when evaluating the learning outcomes.⁴⁰

The implementation of the scaffolding method in Arabic language learning at Madrasah Tsanawiyah Darussalam Banjeng is described based on empirical data obtained through direct classroom observations and in-depth interviews with subject teachers and students. Through systematic observation, the researcher identified the stages of scaffolding applied by the teacher, beginning with an analysis of students' learning needs, followed by the provision of initial support in the form of modeling and guided practice, and culminating in the gradual withdrawal of assistance to foster learner autonomy. Meanwhile, data from the interviews were used to strengthen the observational findings by exploring the teacher's pedagogical considerations, adaptive strategies, and students' responses to the learning support provided.

In the implementation of the scaffolding method in Arabic language learning at Madrasah Tsanawiyah Darussalam Banjeng,⁴¹ the steps taken by the teacher include the following:

- a. Analyzing learners' needs. Conducting an initial assessment to determine the students' level of understanding of Arabic, whether through written tests, interviews, or classroom observations. Students are grouped based on their proficiency levels beginner, intermediate, and advanced to facilitate the application of scaffolding. The teacher identifies the main difficulties commonly experienced by students, such as challenges in reading Arabic script, understanding vocabulary, constructing sentences, or speaking in Arabic. The teacher also takes note of the students' learning styles, whether they learn more effectively through visual means (pictures, diagrams), auditory input (oral explanations, audio recordings), or kinesthetic activities (hands-on practice).
- b. Learning Planning. At the lesson planning stage, teachers design the Arabic language learning process in a systematic and structured manner to ensure that the implementation of scaffolding can be carried out effectively. Teachers begin by formulating clear and specific learning objectives that encompass the development of Arabic language skills, namely reading, writing, listening, and speaking, in accordance with the expected competencies. Subsequently, teachers select learning materials that are aligned with students' proficiency levels, taking into account their relevance, level of interest, and connection to everyday life contexts so that the materials are easily understood and meaningful for learners. Lesson planning also involves the organization of progressive instructional steps, starting with the introduction of vocabulary as the foundation for language comprehension, followed by stages of sentence construction and the use of language in more complex contexts. To support this process, teachers prepare a variety of instructional media, such as vocabulary cards, interactive videos, student worksheets, and digital learning applications, which function as supporting tools to help students comprehend the material more effectively. In addition, teachers allocate time proportionally for each stage of instruction, ensuring that students have sufficient opportunities to practice and receive continuous feedback. The lesson plan is further complemented by the design of comprehensive evaluation methods, including formative assessment conducted throughout the learning process and summative assessment administered after instruction is completed, in order to measure the overall attainment of learning objectives.

⁴⁰ Hadi Mustofa et al., "Strategi Pembelajaran Scaffolding dalam Membentuk Kemandirian Belajar Siswa," Al Fatih 1, no. 1 (2021): 44. DOI: <https://journal.an-nur.ac.id/index.php/ALF>

⁴¹ Lita Yuniarti, "Observasi Pembelajaran di Kelas," (Yogyakarta: MTs Darussalam Banjeng, 2025), hlm. 32.

- c. Providing Initial Support (Scaffolding).
- 1) Modeling. At the initial stage, the teacher provides direct examples related to the use of vocabulary, grammar, or sentence structures being studied. The examples may take the form of short dialogues, brief texts, or written samples relevant to the material. The teacher uses intonation, gestures, or visual aids to clarify meaning.
 - 2) Think-aloud. The teacher demonstrates the thinking process involved in completing a task, such as analyzing an Arabic text or constructing sentences, and explains the steps that need to be taken.
 - 3) Guided practice. The teacher engages students in practice activities accompanied by direct guidance. The teacher then leads students through gradual questions or instructions, such as: “What verb is appropriate to complete this sentence?” or “How do we translate this phrase?” Students are encouraged to respond, try, and discuss, while remaining under the teacher’s supervision.
 - 4) Collaborative learning. The teacher encourages students to work in small groups so they can assist one another. The teacher then assigns collaborative tasks such as pair dialogues, text analysis, or jointly composing a short story.
 - 5) Providing immediate feedback throughout the learning process, whether in the form of corrections, praise, or suggestions for improvement.
- d. Gradual Reduction of Support. The teacher gradually reduces the amount of guidance provided. Initially, the teacher may offer complete sentences, but at this stage only key words are given. The teacher designs tasks that are slightly more challenging yet still aligned with students’ abilities. After designing these tasks, the teacher introduces new tasks that require more independent thinking, ensuring that they are structured to build students’ confidence and encourage the contextual application of skills. When the teacher finds students who still need assistance, support is still provided either individually or in groups. More proficient students are involved to help their peers, allowing reciprocal learning to occur.
- e. Providing Independent Practice. Students are assigned independent exercises that match their ability levels to ensure they can practice autonomously. They are encouraged to find additional vocabulary using a dictionary. In addition to individual tasks, the teacher also assigns group tasks to enhance student collaboration.
- f. Providing Evaluation and Feedback. Evaluation is conducted through simple question-and-answer activities related to the previously taught material, and further assessment is carried out through written tests.



Figure 1. The Teacher Conducts Lesson Planning Using the Scaffolding Method

Figure 1 illustrates the initial stage of the implementation of the scaffolding method, namely the lesson planning conducted by Arabic language teachers at Madrasah Tsanawiyah Darussalam Banjeng. At this stage, teachers design instruction systematically by taking into account learning objectives, student characteristics, and learners' initial proficiency levels. This planning process includes the selection of relevant materials, the determination of strategies for providing gradual support, and the preparation of instructional media and learning activities that facilitate the scaffolding process. These findings indicate that lesson planning is not merely administrative in nature, but constitutes a crucial foundation for determining the effectiveness of scaffolding, as the support provided by teachers is aligned with students' Zones of Proximal Development. Through well-prepared planning, teachers are able to anticipate potential learning difficulties and design pedagogical support that is appropriately targeted.



Figure 2. The Teacher Provides Initial Encouragement to the Students

Figure 2 depicts the process of providing initial scaffolding by the teacher to students during the learning activities. This initial support is manifested through modeling, guiding questions, and brief explanations that function as an initial bridge for students in understanding Arabic language materials. At this stage, the teacher plays an active role in fostering students' self-confidence and cognitive readiness before they become more deeply engaged in learning activities. Observational findings indicate that such initial support helps reduce students' anxiety toward learning Arabic and encourages more active classroom participation. This is consistent with the principles of scaffolding, which emphasize the importance of intensive support at the early stages of learning before gradually guiding students toward greater independence.



Figures 3 dan 4. Providing Independent Practice to Students According to their Ability Levels to Ensure that they Can Practice Autonomously

Figure 3 illustrates the implementation of independent practice assigned to students as part of the fading stage of scaffolding. After students receive modeling and guided practice, the teacher gradually reduces the intensity of intervention by providing tasks that can be completed independently according to each student's level of ability. This independent practice is designed to assess the extent to which students are able to apply the Arabic language knowledge and skills they have acquired, such as the use of vocabulary and simple sentence structures. These findings indicate that independent practice functions as an indicator of students' developing learner autonomy as well as a means of deeper internalization of linguistic concepts.

Figure 4 complements the depiction in figure 3 by presenting variations of independent practice provided to students in more applicative contexts. At this stage, students not only complete tasks individually but also demonstrate the ability to manage their own learning strategies, such as using dictionaries, recalling sentence patterns, and reflecting on errors they have made. The teacher continues to monitor the learning process; however, intervention is minimal and selective, provided only to students who still require additional support. This condition indicates that the scaffolding process has been implemented optimally, in which teacher support transitions from direct assistance to the reinforcement of learner autonomy. Consequently, independent practice at the final stage of scaffolding contributes significantly to enhancing students' self-confidence and Arabic language competence.

First, in terms of material comprehension, scaffolding helps students break down complex information into smaller, more manageable components. This supports previous studies that assert scaffolding reduces cognitive load and increases the accessibility of learning materials for foreign language learners. At Madrasah Tsanawiyah Darussalam Banjeng, the teacher begins the lesson with simple examples and gradually increases the level of difficulty. This strategy enables students to follow the learning progression even though their proficiency levels are highly heterogeneous.

Second, regarding the development of language skills, structured exercises and guided dialogues have been shown to improve students' speaking and writing abilities. When the teacher provides guided questioning and corrective feedback, students become more directed in their use of vocabulary and sentence structures. These findings align with contemporary research suggesting that scaffolding can accelerate the internalization of linguistic competence through meaningful interaction.

Third, in terms of learning motivation and participation, the study finds that the classroom atmosphere becomes more collaborative. Students are more active in asking questions, engaging in discussions, and participating in problem-solving activities. Such a learning environment indicates that scaffolding is not merely a teaching strategy but also an approach that shapes classroom dynamics to support social learning.

Fourth, the study also identifies several challenges, such as limited time for providing individualized support and the uneven ability of teachers to design appropriate scaffolds for each proficiency level. However, these challenges do not diminish the overall effectiveness of scaffolding; instead, they highlight the need for further teacher training and improved time management within instructional planning.

Observation and interview data show that the teacher implements scaffolding through several main forms, namely:

a. Linguistic Scaffolding

The teacher provides modeling in the form of example sentences, dialogues, or grammatical structures. At the initial stage, the teacher offers complete modeling and gradually shifts to providing only key words or general cues. This technique helps students understand complex Arabic language patterns, such as verb conjugations, idhafah constructions, and the use of pronouns.

b. Conceptual Scaffolding

The teacher directs students' attention to essential aspects of the material, such as selecting core vocabulary (*mufradāt inti*) or identifying key sentence structures. This strategy helps students avoid excessive cognitive load and focus on the core content.

c. Procedural Scaffolding

The teacher provides guidance on learning procedures, such as how to use a dictionary, steps for translating a text, or methods for analyzing sentence patterns. Students who initially struggled to understand Arabic texts become more supported because they have clear procedures to follow.

d. Metacognitive Scaffolding

During discussion or reflection sessions, the teacher guides students to evaluate their understanding, identify errors, and consider the most effective learning strategies. This pattern has proven to enhance learners' awareness and encourage independent learning.

The impact of scaffolding on students' Arabic language skills:

- a. Improved mastery of vocabulary (*mufradāt*) and sentence structure. Students are able to acquire vocabulary more quickly because the teacher provides vocabulary lists, examples of usage, and structured exercises. The use of visuals such as vocabulary cards has proven effective for beginner learners.
- b. Enhanced reading skills (*qirā'ah*). With scaffolding in the form of guided reading, students who initially struggled to understand texts are now able to read more fluently. The teacher provides key words that help students interpret the context of the text.
- c. Improved writing skills (*kitābah*). Scaffolding in the form of model paragraphs, writing outlines, and gradual guidance enables students to construct sentences correctly. At the final stage, the teacher's role is limited to providing corrective feedback.
- d. Enhanced speaking skills (*kalām*). Group discussions and peer scaffolding help students gain confidence in communicating. More proficient students provide models for those who are still less confident.
- e. Increased motivation and self-efficacy. Interview data indicate that students feel the learning process becomes "lighter" and less intimidating. They feel more appreciated because the learning process provides space for them to progress according to their abilities.

The teacher plays a crucial role in the implementation of scaffolding. In addition to serving as a provider of information, the teacher also acts as a facilitator who encourages students to think critically and independently. Teachers' ability to master instructional content in a broad and in-depth manner is essential for guiding students toward effective comprehension of the material being taught. Therefore, in order to facilitate students' mastery of learning content, it is necessary to

support the teaching-learning process through the use of appropriate instructional methods.⁴² In the context of Arabic language learning, the teacher does not merely deliver linguistic material but also creates a supportive learning environment in which students can meaningfully interact with the language. If students are not yet able to achieve independence in their learning, the teacher returns to the support system to help them make progress until they are truly capable of learning autonomously. Scaffolding can be applied when students are planning, carrying out, and reflecting on their learning tasks. The implementation of scaffolding encourages students to refine their thinking independently, thereby enhancing their cognitive abilities. It also trains students to collaborate, exchange ideas, and share perspectives, allowing them to gain greater knowledge than they would if learning alone.⁴³

The implementation of scaffolding can be applied in Arabic language learning to support students' independence and encourage collaboration among learners. Through gradual support, students are better able to understand fundamental concepts of Arabic, such as sentence structure, verb usage, and word-pattern changes. In addition, students who initially struggled with vocabulary and grammar begin to feel more capable of using them in both oral and written communication.

Closing

Based on the results of this study, it can be affirmed that the implementation of the scaffolding method in Arabic language learning at Madrasah Tsanawiyah Darussalam Banjeng has strong theoretical and practical significance. Empirically, the findings reinforce previous studies indicating that scaffolding grounded in the Zone of Proximal Development is effective in enhancing linguistic competence, learner autonomy, and students' active participation in foreign language learning. This study is particularly valuable for readers and practitioners of Arabic language education, as it provides concrete evidence of how adaptive and staged learning support can address the complexity of Arabic language materials and the heterogeneity of students' abilities in the madrasah context. The implications of these findings emphasize that scaffolding is not only relevant as a pedagogical strategy but also as a learning framework that can be realistically integrated into classroom practice to create an interactive, supportive, and learner-centered learning environment. Therefore, this article merits the attention of the scholarly community as a meaningful contribution to the advancement of Arabic language pedagogy and the development of instructional models that are responsive to learners' needs.

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⁴² Baiq Tuhfatul Unsi and Siti Robiatun Muniroh, "Application of the Jigsaw Method in Qiro'ah Learning at MTs Darul Ulum Kepubdoko Tembelang Jombang," *Mantiqutayr: Journal of Arabic Language* 2, no. 2 (2022): 168. DOI: <https://doi.org/10.25217/mantiqutayr.v2i2.2474>

⁴³ Sutiha Kamelia and Heni Pujiastuti, "Penerapan Strategi Pembelajaran Metakognitif-Scaffolding untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis dan Self Regulated Learning Siswa," *JURING (Journal for Research in Mathematics Learning)* 3, no. 4 (2020): 388. DOI: <https://doi.org/10.24014/juring.v3i4.9454>

insights regarding the application of the scaffolding method in the learning process. In this study, the first, second, and third authors acted as the principal researchers, being actively involved in the research planning and implementation, data collection and analysis, manuscript preparation, and the revision process based on reviewers' feedback. Meanwhile, the fourth and fifth authors contributed by assisting in the manuscript revision process, particularly in refining the structure of the writing, enhancing the clarity of the arguments, and ensuring the article's conformity with academic writing standards and the requirements of the target journal. In addition, the authors extend their gratitude to all parties who contributed, directly or indirectly, to the smooth conduct and successful completion of this research.

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