



SCAFFOLDING OF ARABIC TAKHOSUS PROGRAM ON MAHARAH KALAM LEARNING IN QUR'ANIC JUNIOR HIGH SCHOOL DARUL FATTAH BANDAR LAMPUNG

Surya Hidayat ^{1*}, M. Faisol ², Idrus Muchsin bin Agil ³, Mhd Ibnu Hanan Al Faruqi ⁴
^{1,2,3,4} Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract

Sociocultural theory is a theory in sociology and psychology that addresses the importance of culture and society in the development and formation of individuals. One of the main components in the sociocultural theory proposed by Lev Vygotsky is the concept of scaffolding which refers to the form of support or assistance provided by more competent individuals, such as adults, teachers, or even peers, to learners who are trying to understand a concept or complete a particular task. The purpose of the research is to observe how the concept of scaffolding in Vygotsky's sociocultural theory in learning *maharah kalam* in the Arabic *takhosus* program of Darul Fattah Bandar Lampung Qur'anic Junior High School. Data were collected through observation, interview and documentation. Data analysis techniques are by summarizing data, presenting data and drawing conclusions. The result of this study is that the concept of scaffolding in this program is through two main sources, namely teachers and peers. It is hoped that this research can be a reference for similar research and further research can further develop similar research.

Keywords: Scaffolding, Maharah Kalam, Takhsosus Program

* Correspondence Address: suryahidayat@gmail.com

Article History	Received	Revised	Accepted	Published
	2025-04-25	2025-05-25	2025-05-30	2025-06-30

INTRODUCTION | مقدمة

Sociocultural theory is a theoretical framework in sociology and psychology that emphasizes the significance of culture and society in the development and formation of the individual. This theory explains how peers, parents, and other members of society contribute to the development of an individual's cognitive, learning, social, and cultural functions. It posits that human learning is largely a social process and that cognitive functions depend on interactions with others. Furthermore, an individual's psychological development is often guided by those who serve as mentors in their lives, such as caregivers and educators (Li, Bruce, & Hughes, 2011).

One of the main components of sociocultural theory, as proposed by Lev Vygotsky, is the concept of scaffolding, which plays a central role in children's learning processes and cognitive development. Scaffolding refers to the support or assistance provided by a more competent individual—such as an adult, teacher, or even a peer—to a learner attempting to understand a concept or complete a specific task (Vygotsky, 1978). This support is given strategically and tailored to the learner's needs, aiming to help them achieve understanding or skills within the Zone of Proximal Development (ZPD).

The Zone of Proximal Development (ZPD) refers to the area in which a child cannot yet complete a task independently but can do so with assistance. As the child's competence and independence grow, the support is gradually withdrawn through a process known as fading, until the learner is capable of performing the task on their own. Thus, scaffolding not only serves as temporary support but also functions as a reinforcement mechanism that encourages the development of autonomous learning and higher-order thinking skills.

The selection of this theory is based on its alignment with the instructional approach used in the program. It is reflected in the implementation of the *bi'ah lughawiyah* (linguistic environment) in the Arabic language takhosus program. The focus on using Arabic in daily life provides students with opportunities to learn the language naturally, interactively, and deeply, ultimately leading to more effective and contextual language acquisition. This is in accordance with Vygotsky's sociocultural theory, which emphasizes the importance of social and contextual interaction in cognitive development.

When learning Arabic, students are required to master four core skills: listening, speaking, reading, and writing. Among these, speaking is considered a primary skill that learners must acquire, as it is one of the ultimate goals of foreign language instruction. Speaking entails the ability to communicate fluently, accurately, and effectively in Arabic. It is a skill frequently used in daily interactions and plays a crucial role in facilitating communication with others (كرامة، 2021).

Before conducting the research, the researcher carried out observations of the program to determine whether speaking was the most prominent skill emphasized. The findings revealed that speaking was indeed the most prominent among all language skills. This was evident through the implementation of a linguistic environment in the program. The emphasis on linguistic environment is closely linked to the teaching of rhetorical skills, which are essential in learning Arabic. However, the program still faces some shortcomings.

Generally, one of the key challenges in teaching speaking skills in schools is the lack of opportunities for interaction within an Arabic-speaking environment, which may hinder students' speaking development. This program addresses the issue by creating an environment that encourages the use of Arabic in daily communication at school, both inside and outside the classroom. The Arabic language takhosus program is a flagship initiative at SMP Quran Darul Fattah Bandar Lampung, designed to provide an alternative approach to Arabic language learning, and has been implemented by students at the school. Since its establishment in 2021, the program can be considered a success. The following indicators support this conclusion.

The implementation of the Arabic language takhosus program at SMP Quran Darul Fattah Bandar Lampung has been well-executed in terms of adherence to the established system. This is evident in several aspects. First, students in the program have achieved higher scores in Arabic language subjects than the minimum standard of achievement and outperformed other students. Interviews with teachers confirmed that students' scores met or exceeded the required threshold. Second, students established an effective language environment that supported their language abilities, as observed by the researchers.

Regarding teacher competence, their role in the educational process is crucial in achieving learning goals; therefore, teachers cannot be selected randomly. The selected teachers are highly competent in teaching Arabic and possess at least a diploma in Arabic language education. In addition, they are rigorously selected to ensure high qualifications, experience, and teaching capabilities to effectively deliver the program.

The Arabic language takhosus program is an intensive initiative aimed at addressing shortcomings in Arabic language education. It creates an environment that fosters the use of Arabic in daily school communication, both inside and outside the classroom, helping students become more familiar with the language. Previous studies have examined how intensive programs impact students' cognitive levels. Ahmed Demiaty Radwan (2024) conducted a study on the role of Arabic language programs in enhancing students' motivation to learn. The results showed an increase in students' motivation after participating in the program (Ridwan, 2024).

Compared to similar programs, the Arabic language takhosus program at SMP Quran Darul Fattah Bandar Lampung has its own unique features that distinguish it from typical Arabic programs. Students in this program are required to study Arabic lessons exclusively during class sessions. Other subjects are taught only at specific times, such as during school examinations.

The Arabic language program is one of the key initiatives sponsored by SMP Quran Darul Fattah Bandar Lampung. The school is a formal educational institution under the auspices of the Darul Fattah Islamic Education and Da'wah Foundation. Located in Rajabasa District, Bandar Lampung City, this Islamic school has been operating since 2012 and is known for its integrated curriculum combining general and religious studies.

The curriculum at SMP Quran Darul Fattah Bandar Lampung is not only based on the national standards but also enriched with comprehensive Islamic education. Students are taught general subjects in accordance with the Ministry of Education's curriculum, supplemented with religious knowledge such as Fiqh, Tafsir, and Qur'an memorization. Additionally, the school's emphasis on character development based on Qur'anic values adds an essential dimension to Islamic education.

While emphasizing religious studies, the school also gives equal attention to general education. This is evidenced by the inclusion of SMP Quran Darul Fattah Bandar Lampung among the top ten preparatory schools according to the Ministry of Education and Culture (Wijaya, 2023). The school serves as a model of how religious and general education can be effectively integrated.

METHOD

منهج

Subsection Identification

Data collection techniques included interviews, observations, and documentation. Once the data were collected, data analysis was carried out using the procedures proposed by Miles, Huberman, and Saldana, which consist of data condensation, data display, and conclusion drawing (Miles, Huberman, & Saldana, 2014).

Participant (Subject) Characteristics

The research was conducted at SMP Quran Darul Fattah Bandar Lampung. The research subjects consisted of one Arabic language teacher and twelve seventh-grade students enrolled in the Arabic language takhosus program. The sampling technique used in this study was purposive sampling.

Purposive sampling represents a group of non-probability sampling techniques. Also known as judgmental, selective, or subjective sampling, purposive sampling relies on the researcher's judgment in selecting the units (e.g., individuals, cases/organizations, events, or data segments) to be studied. Typically, the sample investigated is relatively small, especially when compared to probability sampling techniques (Rai & Thapa, 2019).

Research Design

This research employed a qualitative approach using a case study design. A case study is a series of scientific activities conducted intensively, in detail, and in-depth regarding a program, event, or activity—whether at the individual, group, institutional, or organizational level—to gain comprehensive knowledge about the phenomenon (Rahardjo, 2017).

RESULT | نتائج

In the takhusus Arabic language program, instructional support provided by teachers and classmates plays a crucial role in guiding students to develop their speaking skills. Instructional support includes various forms such as guidance, modeling, and feedback, as well as frequent opportunities for practice, all of which help students overcome challenges encountered during the learning process.

Moreover, interaction with peers in a supportive learning environment enables students to share understanding, engage in discussions, and enhance their language abilities through more intensive practice. Scaffolding in this program not only accelerates students' development of Arabic language proficiency but also contributes to fostering learner autonomy and confidence in using Arabic in diverse communicative contexts.

1. Teacher Scaffolding

As facilitators of learning, teachers play a vital role in guiding and supporting students' understanding and development of Arabic language skills, particularly in the takhusus program that emphasizes intensive language mastery. A teacher's primary responsibility goes beyond delivering content; it also involves implementing effective teaching strategies that enable students to grasp Arabic concepts deeply and apply them in various communicative contexts. One of the main strategies used in the learning process is scaffolding, which involves the gradual provision of support tailored to students' abilities to help them achieve a higher level of understanding.

This scaffolding can be implemented through various methods, such as giving clear instructions, providing concrete examples, asking guiding questions, offering constructive feedback, and creating an interactive and collaborative learning environment. Through this approach, the teacher not only acts as a source of knowledge but also as a facilitator who promotes independent learning and optimal development of students' language skills. The following are forms of scaffolding applied by teachers in the Arabic takhusus program to ensure that each student receives support tailored to their needs:

a. Gradual Explanation of Material

In teaching speaking skills (*maharat al-kalam*) within the Arabic takhusus program, teachers apply systematic instructional strategies by breaking down complex material into smaller, more manageable steps. This approach, known as scaffolding, ensures that each concept is taught in stages so that students can build a solid understanding before progressing to more difficult levels. For example, before introducing dialogue (*hiwar*) material, the teacher first teaches basic sentence patterns commonly used in everyday communication.

Thus, students not only learn correct sentence structures but also become able to use them in broader speaking contexts. This step-by-step approach is also used in teaching Arabic grammar (*nahwu* and *sharf*), where students are first introduced to past tense verbs (*fi'l madhi*) before

being taught present/future tense verbs (fi'l mudhari'), enabling them to understand the relationships between different verb forms and how they are used in sentences.

Such a gradual approach significantly enhances students' understanding of Arabic. Starting with foundational concepts before advancing to more complex topics ensures that students are not overwhelmed by excessive information and are able to absorb and apply each lesson more effectively. It also boosts their confidence in speaking, as they have built a strong foundation before facing more complex communication challenges. With a structured and progressive understanding, students become better prepared to use Arabic in various situations, both formal and informal. This aligns with the main goal of the takhassus Arabic program: to develop students who can communicate fluently and effectively in Arabic with a deep understanding of the language's structure and rules.

b. Modeling or Providing Examples

Modeling in Arabic language instruction serves as a practical guide that allows students to understand how theoretical concepts are applied in real-life situations. This method is essential in the takhassus Arabic program, as it helps students connect the knowledge acquired in the classroom with its actual use in daily communication. Through modeling, students not only gain theoretical knowledge of grammar and vocabulary but also observe how these concepts are implemented in real conversations.

The teacher serves as the primary model, demonstrating correct speech patterns, intonation, expressions, and proper sentence structures. This provides students with a clear reference before attempting to apply these skills on their own. Modeling ensures that students do not merely memorize theory but also understand its practical application, enabling them to communicate more naturally and effectively.

One frequently used form of modeling in the program is role-playing, where the teacher places students in realistic communication scenarios. For example, the teacher acts as a vendor while the student plays the role of a customer in a marketplace. In this scenario, students are taught to use appropriate expressions, ask about prices, negotiate, and complete transactions in Arabic. Through this method, students not only memorize relevant vocabulary but also learn to construct sentences spontaneously and understand the social context of communication.

The impact of this approach is significant—students become more confident speakers, more fluent in constructing sentences, and more prepared to engage in real-life situations that require Arabic language skills. With effective modeling, learning becomes an interactive and applied experience, allowing students to grow into more competent and confident users of the Arabic language.

c. Gradual Reduction of Support

Gradual reduction of support, or “fading,” is a core principle of scaffolding that aims to ensure students progressively take control of their own learning processes. In the context of Arabic language instruction in the takhassus program, this principle is essential for helping students move from dependence on teacher assistance to independent learning. In the early stages, teachers provide substantial support, including explicit instructions, concrete examples, and direct corrections.

As students' understanding and skills improve, this support is gradually withdrawn to help them develop independent learning strategies and increase their confidence in using Arabic. This ensures that students not only understand Arabic theoretically but are also capable of applying

it in real communication and problem-solving situations independently. Rather than relying solely on memorization, students internalize the language and can use it in a wide range of contexts.

In the takhusus program, teachers actively implement strategies to foster student independence in using Arabic. One such strategy involves reducing teacher intervention over time, encouraging students to think independently when forming sentences and completing language tasks. Teachers also minimize direct correction and instruction, prompting students to find solutions on their own when encountering difficulties.

Another method is promoting peer collaboration, where students help each other understand concepts and practice speaking more naturally. Teachers also design progressively challenging tasks such as group discussions, presentations, and role-play simulations of real-life conversations to sharpen critical thinking and oral communication skills. Through this combination of strategies, students gradually develop independent learning skills, enhance their confidence in speaking, and build problem-solving abilities that are highly valuable for their academic and social development.

2. Peer Scaffolding

In the takhusus Arabic language program, scaffolding is not only provided by teachers but also by peers, who create a more relaxed, communicative, and collaborative learning environment. In such an informal setting, students feel more comfortable practicing speaking, asking questions, and engaging in discussions without the fear of making mistakes. This interaction enables them to support one another in understanding the material by explaining difficult concepts, offering more accurate language usage examples, and constructively correcting each other's errors.

Moreover, peer support plays a vital role in building students' confidence, as they are given opportunities to practice speaking in a more familiar and supportive atmosphere. Thus, they not only enhance their theoretical understanding of Arabic but also develop their communication skills in a more natural and confident manner in real-life contexts. The following are some types of peer scaffolding implemented in the takhusus Arabic program:

a. Peer Tutoring

One form of peer scaffolding in the takhusus Arabic program occurs when a student who has a stronger grasp of a particular concept or skill in Arabic acts as a tutor for a classmate who is struggling. This method not only assists the student facing difficulties but also allows the more advanced student to deepen their own understanding through the process of teaching.

For example, during a *muhadathah* (Arabic conversation) session, a more fluent student may assist their peer by guiding sentence construction, correcting pronunciation, and providing appropriate vocabulary usage within a specific context. This interaction fosters a natural and supportive exchange of knowledge, where the proficient student serves as both a model and a guide, while the learner benefits from a more relaxed, pressure-free environment to improve their skills.

The benefits of this method are experienced by both parties. The tutor reinforces their own understanding by explaining the material in simpler, more accessible terms, which strengthens their critical thinking and ability to present information systematically. Meanwhile, the student receiving help feels more at ease asking questions and expressing their difficulties. This

interaction creates a more inclusive and supportive learning environment, where all students feel encouraged in their learning process. Additionally, peer tutoring contributes to the development of students' confidence and social skills, which are valuable both academically and beyond the classroom setting.

b. Peer Modeling

At this stage, peer support in the takhassus Arabic program is realized through modeling, where a more proficient student demonstrates how a particular Arabic language skill should be performed correctly. This process is crucial in language learning, as it offers learners a tangible understanding of how theoretical knowledge is applied in practice.

One example is in the aspect of *makharij al-huruf* (articulation points of letters) and *tajwid* (Qur'anic recitation rules), where students with better pronunciation model how to read Arabic texts with proper intonation, clear articulation, and accurate application of tajwid rules. By observing and listening to these demonstrations, students facing difficulties can more easily mimic and correct their errors.

This modeling process not only improves students' Qur'an recitation and reading of Arabic texts, but also sharpens their sensitivity to Arabic phonology, enabling them to speak more accurately and naturally.

In addition to phonetic and reading skills, modeling also plays a significant role in speaking skills (*muhadathah*). Here, more fluent students serve as role models for peers who may still lack confidence in using Arabic in daily conversations. For instance, during simulated real-life conversations—such as in markets, schools, or other social settings—these confident speakers demonstrate how to construct correct sentences, choose appropriate vocabulary, and deliver messages with proper intonation and expression.

Having tangible examples from peers motivates less confident students to participate more actively and practice without fear of making mistakes. This approach makes learning more natural and effective, as students gain firsthand experience in real communication contexts, allowing their language skills to develop gradually and more effectively.

c. Cooperative Learning in Small Groups

Another form of peer support in the takhassus Arabic program is cooperative learning, in which students are divided into small groups to collaborate on tasks or understand a particular Arabic language concept. This strategy is highly effective for developing *maharat al-kalam* (speaking skills), as it encourages students to share their understanding, exchange ideas, and discuss topics they may not have fully grasped individually.

Through active interaction in groups, students develop critical thinking skills and benefit from diverse perspectives, ultimately deepening their comprehension of the Arabic language. Moreover, this method fosters a dynamic and interactive learning atmosphere, where students are not passive recipients of information but actively construct their knowledge through discussion and collaboration. Ideally, this approach helps students become more confident in using Arabic in everyday communication and equips them to overcome language barriers more independently.

For example, in group-based learning activities, students read Arabic texts together and then discuss the meaning, sentence structures, and grammar used in those texts. This process helps them understand how sentences are formed and how vocabulary is applied in the correct

context. Another example is when students are tasked with composing Arabic dialogues; they share roles and responsibilities in crafting the sentences, determining the conversation topic, and practicing the dialogue together in front of the class.

Such activities not only enhance their speaking skills but also reinforce teamwork and interpersonal communication abilities. As a result, students become less reliant on their teachers, learning more from their peers. Additionally, they are encouraged to actively seek solutions and solve language-related problems independently, which significantly benefits the development of their language proficiency in the long term.

DISCUSSION | مناقشة

The concept of scaffolding was first introduced by Jerome Bruner in the mid-20th century as a pedagogical approach that provides temporary and structured support to learners during the learning process. Scaffolding is defined as the assistance provided by individuals with a higher level of competence—be it teachers, tutors, or peers—to learners who are in the process of developing their skills (Wood, Bruner, & Ross, 1976). This support is adaptive and flexible, tailored to the learning needs of students at the initial stages, and gradually reduced as the students' capacity for independent learning increases. In this context, scaffolding is not intended as a permanent intervention but rather as a transitional tool to help learners reach their optimal developmental zone, in line with Vygotsky's concept of the Zone of Proximal Development (ZPD) (Vygotsky, 1978).

In the field of language learning, particularly in second or foreign language acquisition, scaffolding refers to various forms of linguistic and cognitive support provided by teachers or peers, aimed at systematically and purposefully enhancing students' language skills. This assistance may take the form of simplified language input, constructive feedback, modeling of accurate sentence use, and providing cues or prompts that enable students to derive meaning from the communicative context. The scaffolding process in language learning not only helps students to understand the structure and meaning of the language more deeply, but also encourages the gradual improvement of speaking skills through tiered and collaborative exercises.

The implementation of scaffolding strategies in speaking skill (*maharah kalam*) instruction within the takhosus program provides several significant benefits, including: assisting students in comprehending the complex structures of Arabic grammar, accelerating the acquisition of vocabulary relevant to daily communication, and fostering students' confidence in expressing ideas orally. Interestingly, scaffolding in this context does not solely originate from the teacher as the learning authority, but also actively involves peers in the form of peer scaffolding. Students who have reached a higher level of language proficiency are encouraged to become learning partners for their classmates who are still at the early stages of language acquisition. These peer interactions contribute to the formation of a supportive learning community, where knowledge is transferred in a more natural and contextualized manner. Thus, the practice of scaffolding in this program not only enhances the quality of learning but also strengthens the social and collaborative dimensions of acquiring Arabic as a foreign language.

With intensive interaction between students and teachers, as well as among students themselves, the learning process becomes more dynamic and supports the natural development of speaking skills. Therefore, the following subsections will further discuss the roles of teachers and peers in providing scaffolding within the takhosus Arabic language program.

1. Teacher Scaffolding

Teachers play a highly central and strategic role in the implementation of scaffolding, especially in the context of speaking skill instruction within the takhosus Arabic language program. Teacher-provided scaffolding goes beyond merely offering temporary assistance; it includes delivering clear and systematic instructions, providing models or examples of correct language usage, and offering constructive feedback. This aims to support the gradual and structured development of students' language competence.

In practice, one of the most frequently used scaffolding techniques employed by teachers in the takhosus program is *modeling*, in which the teacher actively demonstrates the appropriate use of Arabic in speaking contexts before asking students to imitate or practice independently. This technique is effective in helping students gain a concrete understanding of proper Arabic usage in specific communicative situations. Additionally, teachers often pose *guiding questions* specifically designed to stimulate students' thinking, expand their responses, and encourage the use of more complex vocabulary and grammatical structures in Arabic.

Furthermore, teacher scaffolding is evident in the provision of structured and gradual speaking practice. The learning process typically begins with the teacher providing simple example sentences that are easy for students to comprehend and follow. Students are then guided to develop these sentences through conversations or dialogues, enabling them not only to memorize but also to internalize Arabic language patterns and structures more deeply. This approach helps students gradually build the courage and confidence to speak Arabic in everyday communicative situations.

Equally important is the teacher's role in providing effective and supportive correction of student errors. Rather than embarrassing or harshly reprimanding students, corrections are delivered in a constructive and motivational manner, creating a safe and comfortable environment in which students feel encouraged to try, experiment with the language, and learn from their mistakes. Hence, teacher scaffolding in Arabic language instruction within the takhosus program significantly contributes to students' gradual development of language independence, both in terms of mastering linguistic structures and building the confidence to communicate.

In addition to modeling and structured speaking exercises, teachers in the takhosus Arabic program also apply various instructional methods to expand scaffolding opportunities for students. One such widely used strategy is *project-based learning*, as well as *group discussions*. These methods foster a more interactive and collaborative learning atmosphere and bring students closer to real-world usage of Arabic in social contexts.

Through such activities, students are not passive recipients of knowledge; they are actively engaged in practicing their speaking skills in more natural and contextual situations. Group discussions and project presentations enable students to collaborate, express opinions, and articulate ideas in Arabic with confidence. Moreover, student interaction creates a supportive learning environment in which language acquisition occurs more meaningfully and is relevant to their daily lives.

Thus, it can be concluded that scaffolding implementation in the takhosus program is not limited to the provision of examples and structured exercises by teachers. It also includes the use of project-based and discussion-based learning strategies. These approaches allow students to develop Arabic speaking skills gradually, naturally, and contextually, while simultaneously

building their confidence in using the language in more authentic communicative situations.

2. Peer Scaffolding

In addition to the teacher's role as the primary facilitator of scaffolding, the presence of peers in the learning environment also plays a highly significant role in supporting the development of students' Arabic language skills, particularly within the takhosus program. Peer scaffolding occurs naturally through everyday social interactions, both inside and outside the classroom. This peer support reflects Vygotsky's sociocultural theory (1978), which posits that learning is strongly influenced by social interaction with others who possess equal or greater levels of ability.

In the context of Arabic language learning, peer scaffolding is manifested in activities such as group discussions, speaking practice, and the polite, constructive correction of language errors. These interactions offer students opportunities to exchange ideas, share knowledge, and collaboratively address mistakes in a relaxed and non-threatening atmosphere. Such a supportive environment encourages students to actively use Arabic without fear of making mistakes.

One of the most frequently used peer scaffolding strategies in the takhosus program is peer tutoring. Peer tutoring is a learning method in which students with stronger Arabic skills assist their peers who are still struggling with language comprehension or usage. This method is implemented in various learning activities, especially during speaking practice sessions, where students are paired or grouped to engage in conversations using Arabic in different real-life scenarios.

Through peer tutoring, students receive assistance not only in understanding grammar or new vocabulary, but also in correcting their errors based on their peers' guidance. Additionally, this activity helps build students' confidence, as they learn in a more informal and comfortable setting, encouraging them to express themselves freely in Arabic.

Peer interaction also plays an equally important role in helping students develop their speaking abilities. A learning environment that involves student-to-student interaction fosters a more relaxed and pressure-free atmosphere. This greatly influences students' willingness to actively use Arabic, without worrying about harsh corrections or embarrassment.

In such a supportive and collaborative setting, students tend to be more motivated to keep trying, learning, and correcting their mistakes independently. Support from peers in the form of constructive feedback, casual discussion, and joint speaking practice enables students to explore the use of Arabic in various contexts more freely.

Peer scaffolding helps students gradually overcome difficulties, from vocabulary mastery and sentence structure comprehension to the confidence needed to express opinions or ideas in Arabic. The presence of peers as learning partners also accelerates the internalization of the language, as students not only learn from teachers but also from the experiences and mistakes of peers who are at relatively similar proficiency levels.

In conclusion, scaffolding does not originate solely from the teacher as the main facilitator, but is greatly enriched through peer interaction and support. The combination of teacher and peer scaffolding within the takhosus Arabic language program provides substantial contributions to learning, as it not only focuses on knowledge transfer but also encourages students' independence in actively and communicatively using Arabic in daily life. This condition is expected to produce graduates who not only possess theoretical knowledge of the Arabic

language but also have practical speaking skills and the confidence to use it effectively.

CONCLUSSION | خاتمة

Based on the observations conducted, the implementation of scaffolding has been proven to support students' understanding of the Arabic language in the development of their speaking skills. In the takhosus program, scaffolding can be provided by both teachers and peers. The teacher's role in scaffolding includes delivering material explanations gradually, starting from basic concepts to more complex levels. In addition, teachers also implement modeling techniques by providing examples of correct and proper Arabic usage, allowing students to imitate appropriate language patterns. As students' abilities improve, teachers gradually reduce the level of support provided, thereby encouraging students to become more independent in using Arabic in oral communication.

Aside from the teacher's role, peers also play an important part in scaffolding through peer tutoring and peer modeling. Interaction among students in the learning environment can create a more comfortable and supportive atmosphere for speaking practice. Students who are more proficient in Arabic can serve as models for their classmates, making the learning process more natural. Furthermore, peer tutoring enables students to assist one another in understanding language structures and improving their speaking skills through repeated practice. Thus, scaffolding in the takhosus program functions not only as an instructional strategy applied by teachers but also as a collaborative approach that actively involves students in supporting the development of their speaking abilities (*maharah kalam*).

To enhance the effectiveness and reach of the program, it is recommended that the participant quota be expanded. This can be achieved by increasing the number of classes and adding qualified instructors in relevant fields. The program has been successfully implemented in achieving its intended goals. However, despite these positive outcomes, there is still room for improvement to attain even more optimal results. One strategy that may be applied is the strengthening of the reward and punishment system in the program's implementation.

For future researchers, the results of this study can serve as a reference for the development of further research, particularly in the field of intensive programs for teaching speaking skills. Considering the importance of speaking skills in various educational and professional contexts, subsequent studies are expected to deepen the understanding of more effective instructional strategies as well as the factors that influence the success of intensive language programs.

BIBLIOGRAPHY | مراجع

- Li, W., Bruce, C., & Hughes, H. (2011). Sociocultural theories and their application in information literacy research and education. *Australian Academic and Research Libraries*, 42(4), 296–308. <https://doi.org/10.1080/00048623.2011.10722242>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Rahardjo, M. (2017). *Studi kasus dalam penelitian kualitatif: Konsep dan prosedurnya*. Repository Universitas Islam Negeri Maulana Malik Ibrahim Malang, 11.

- Rai, N., & Thapa, B. (2019). A study on purposive sampling method in research. Kathmandu: Kathmandu School of Law. <http://stattrek.com/survey-research/sampling-methods.aspx?Tutorial=AP>
- Ridwan, A. D. (2024). Program mengajar bahasa Arab untuk meningkatkan antusiasme belajar siswa SDN Planjan 1. *Global: Jurnal Ilmiah Multidisiplin*, 1(2), 53–55. <https://doi.org/10.37985/mm78hn58>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wijaya, O. S. (2023). Sekolah unggulan! Inilah 10 SMP terbaik di Kota Bandar Lampung versi Kemdikbud, salah satunya SMP Darma Bangsa. *Lampungnesia.com*. <https://www.lampungnesia.com/pendidikan/6139197107/sekolah-unggulan-inilah-10-smp-terbaik-di-kota-bandar-lampung-versi-kemdikbud-salah-satunya-smp-darma-bangsa?page=2> [Accessed 7 November 2024]
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100. <https://doi.org/10.1111/j.1469-7610.1976.tb00381.x>
- نلنا كرامة. (2021). تطوير "بالمفردات اليومية كتي" في تعليم مهارة الكلام في معهد الخديجة المتكاملة تبويرنج جومبانج. (Unpublished undergraduate thesis).

