KITABA: Journal of Interdisciplinary Arabic Learning, 03 (01): 10-17 (2025)
DOI: 10.18860/kitaba.v3i1.29732

Magister Pendidikan Bahasa Arab
Pascasarjana UIN Maulana Malik Ibrahim
Malang, Indonesia

KITABA
JOURNAL OF INTERDISCIPLINARY ARABIC LEARNING

VIGOTSKY'S SOCIOCULTURAL: AN ANALYTICAL STUDY IN ARABIC LANGUAGE LEARNING

Mustafiqul Hilmi [1]*, Ayu Miranda [2]

[1,2] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Article History:
Received: 2024-11-06
Revised: 2025-02-22
Accepted: 2025-03-08
Published: 2025-03-15

Keywords:
Sociocultural, Vigotsky, Arabic Language Learning

*** Correspondence Address:**
Kanghimy96@gmail.com

Abstract: Sociocultural theory, initially proposed by Vygotsky, provides a framework for understanding human cognitive development and mental functions. At its core, sociocultural theory posits that learning and cognitive development—including language acquisition—occur through social interactions. This study aims to explore how second language acquisition can be explained through the sociocultural perspective, specifically examining how second language learners acquire language through collaboration and interaction with other speakers. The research employs a qualitative literature review method, drawing data from various sources such as books and scholarly articles relevant to the study's objectives. The findings indicate that Vygotsky's sociocultural theory is applicable to learning Arabic as a second language. Key concepts from Vygotsky's theory, such as the Zone of Proximal Development (ZPD), scaffolding through adult mediation, micro genesis, inner speech, private speech, and activity theory, offer valuable perspectives for developing Arabic language skills. These insights underscore the importance of social interaction in fostering language learning and suggest practical implications for teaching practices.

INTRODUCTION | مقدمة | PENDAHULUAN

Language is a human communication tool that is very interesting to study. The study is called linguistic studies. In general, linguistics discusses the science of language and serves to study language as a communication system (Sahkholid Nasution, 2017). In the other hand, language acquisition and language learning certainly have differences. Language acquisition refers to the forms of language, as well as how language is acquired naturally without the speakers of the language realizing it. While language learning focuses more on how language is obtained by learning it formally (Syamsiyah, 2017). Language acquisition is defined to be the study of the development of person, and the habitual reference is in the form of mother tongue, second language and so on. Language acquisition has two main objects of discussion, namely the mother language and the second language(Alif Cahya Setiyadi, 2013). Mother language is the language that a person first acquires. While the second language is obtained after the mother language. Without realizing the acquisition of the second language is strongly influenced by the acquisition of the mother language.

There are many theories that discuss how language is acquired. Some of them argue that language is acquired through the role of the environment. This theory is called the sociocultural theory introduced by Vigotsky. Heronimus Dappa Ama (in Vigotsky, 1978; 1986; Daniels, 2001) says that this theory focuses on the socio-cultural, psychological and historical impact on child/individual development. The mental development and education of a person is related to social, cultural and history. In this case, the mental formation of children/individuals is influenced

by culture and surroundings (Heronimus Dappa Ama, 2021). From thus, Vigotsky's theory says that the environment also can be used as a tool in learning.

Arabic language is also as a second language in the context of Indonesian people. One of the problems experienced in second language learning is constraints due to social circumstances or interactions using the second language that cannot be fulfilled in the learning process (Alfan Afifi Kurniawan et al., 2023). Without social interaction between fellow students or students and teachers, students' understanding of the second language will always experience obstacles. Because language will be in line with habits or how often the language is used. This theory posits that interaction with the environment and culture will enhance cognitive development. Agustyaningrum in his article states that the theory of sociocultural development describes learning as a social process that facilitates children's potential to learn through social and cultural interactions (Agustyaningrum et al., 2022).

The role of surrounding people in language learning is closely related to students' social interactions, whether it is students with students, students with teachers, or students with other people using Arabic. Students' interaction with others using language will increase the real use of language. In addition, an important idea of sociocultural is scaffolding or support provided by adults or more advanced (Agustyaningrum et al., 2022). By interacting with fellow students or other people whose Arabic is more proficient, it can increase confidence in students. This is because they always get support from the second party in language.

Departing from this statement, the author will discuss how the concept of vigotsky's sociocultural theory can be applied as an approach in learning Arabic through social interaction with people around. Related to this sociocultural vigotsky, not a few of the previous studies have discussed it, some of them such as Heronimus Dappa Ama (2021) who examined the use of Sociocultural Theory in Early Childhood Language Learning (Heronimus Dappa Ama, 2021). In addition, there is also research conducted by Arini (2019) with the title Development of Islamic Religious Education Learning through Constructivistic and Sociocultural Learning. This study describes the perspective of constructivism and sociocultural theories in developing Islamic Religious Education learning methods(Arini & Umami, 2019). Another research conducted by Alfan Afifi Kurniawan (2023) with the title Arabic Language Learning in Indonesia: Problems and Solutions from Vygotsky's Sociocultural Perspective.

This research describes the problems found in the Arabic language learning process and then uses Vygotsky's sociocultural perspective to find solutions to these problem (Alfan Afifi Kurniawan et al., 2023). Another research conducted by Zahrotul Badi'ah (2021) with the title The Implication of J. Piaget's Cognitive Learning Theory in Learning Arabic Language Learning with Audiolingual Method. This research describes the examine cognitive learning theory and its implications for learning Arabic (Badi'ah, 2021).

Another research conducted by Faizur (2020) with the title The Cognitive Learning Theory and its Implication in Arabic Language Learning. This research describes cognitive theory has implications in learning Arabic in several aspects, namely: aspects of learning objectives, environmental aspects of language, aspects of media use, aspects of culture, aspects of learning levels and aspects of learning models (Rosyid, R & Baroroh, 2020). The gap between this research and other research is to see and analyze how the implementation of the theory of vigotsky's sociocultural in Arabic language learning.

METHOD | منهج | METODE

This reseach is qualitative research with descriptive analysis method. Qualitative definition The nature of qualitative research is to observe people in their living environment interacting with them, trying to understand their language and interpretation of the surrounding world, approaching or interacting with people related to the focus of research with the aim of trying to understand, explore their views and experiences to get the necessary information or data.(Sugiyono, 2022) Data sources are secondary data, wich is the type of approach used is literature or library research which consists of several types of references, such as journals, articles, books and websites that are relevant to the topic of discussion.

Data is obtained using the listen and record technique and then analyzed descriptively. The data analysis technique in this study uses the Miles and Huberman model, stating that the activities in qualitative data analysis are carried out interactively and continue until they are complete. The activities in data analysis using the Miles and Huberman model are data reduction, data presentation, and making conclusion (Yusuf, 2016).

RESULTS AND DISCUSSION

One of the most famous Russian psychologists is Lev Semonovich Vygotsky, who is well known as one of the famous researchers in the field of child psychology. In Vygotsky's theory, the concept of "zone of proximal development" is the most important.(Oktarizal Drianus, 1978) Vigotsky's theory of cognitive development is known as sociocultural theory. In his theory Vigotsky argues that a person's cognitive development is influenced by the social and cultural environment in which a person lives. According to him, the learning process is not an individual process, but a process that involves social and cultural interactions between individuals and the surrounding environment. In this theory, Vygotsky illustrates that the development of a person is influenced by social factors such as language, culture, and social interaction (Hidayati et al., 2023).

In addition, socio-cultural theory also emphasizes the importance of language in the learning process. Language is not only a means of communication, but also a tool for thinking and solving problems. According to Vygotsky, language and thinking are interrelated and occur simultaneously in the learning process. In socio-cultural theory, Vygotsky also emphasizes the importance of social roles in the development of cognitive abilities. He also said that a person learns through social interaction with other people and the culture in which he lives. Through these interactions, individuals are able to develop their thinking abilities, solve problems, and also complete more complex tasks (Hidayati et al., 2023). Vigotsky's sociocultural theory refers to the process of human learning in general, including language learning. In its development, some researchers such as Lantolf, Donato, Thorne, Pavlenko, Swain used the sociocultural theory in second language acquisition learning. The main focus is how second language acquisition uses a sociocultural perspective, how second language learners acquire the second language through interacting with others.(Lantolf et al., 2014). Thus, Vigotsky's sociocultural concept can also be applied in learning Arabic as a second language.

Vigotsky's Sociocultural Development Theory In Arabic Language Learning

Zone of Proximal Developent (ZPD)

The main concept of vigotsky's theory is ZPD or Zone of proximal development. vigotsky claims that every child there is a "real state of development" in the field used to assess single and adjacent region Test. Zone of Proximal Development (ZPD) is the distance between the learner's ability to perform tasks by directly receiving adult guidance or collaborating with peers and solving problems independently according to their abilities.(I Putu Suardipa, 2020) For example, there is a small child who wants to sit on the table, until the ability to sit on the table is potential, while his natural ability before mediation is a small child, there is no ability to sit on the table. Then the ability between potential ability and natural ability is called ZPD. In this case, to maximize the ZPD, it is necessary to have a mediator to arrive at the potential ability.

In the development of Arabic language skills, mediators are very influential in maximizing students' ZPD. Teachers as teachers play a very important role in maximizing students' ZPD in order to reach their potential zone. Teachers can understand students' ZPD levels so that they can adjust appropriate learning to encourage students to maximize their potential zones. With the teacher's role as a mediator, students can understand learning concepts or tasks that cannot be completed alone. Equally important is scaffolding. Wood, Bruner, & Ross (1976) in Yuntawati said scaffolding is a way used by adults to provide support to children according to what they have learned and eventually the assistance will be reduced when the learner can stand alone.(Yuntawati, 2017) In this case scaffolding is the process of providing structured support by the mediator to help individuals achieve learning goals. Scaffolding can also include giving hints, providing feedback, or gradually organizing tasks to improve student understanding.

Scaffolding In Arabic Learning

Stone (1993) described a Vygotskian-inspired analysis of scaffolding. According to Vygotsky, learning first takes place on a social (intermental) level before it takes place on an individual (intramental) level. In Stone’s view, the student is not a passive participant in teacher–student interaction but scaffolding is seen as a fluid, interpersonal process in which both participants are active participants. Both participants actively build common understanding or intersubjectivity through communicative exchanges in which the student learns from the perspective of the more knowledgeable other. Because scaffolding is such a dynamic intervention finely tuned to the learner’s ongoing progress, the support given by the teacher during scaffolding strongly depends upon the characteristics of the situation like the type of task (e.g., well-structured versus ill-structured) and the responses of the student. Therefore, scaffolding does never look the same in different situations and it is not a technique that can be applied in every situation in the same way (van de Pol et al., 2010).

Scaffolding is said also to be an effort used to achieve ZPD, for example a child who wants to sit on the table, in the process of getting on the table, there is an encouragement from adults by saying "come on kid you can" while being guided to the table. This kind of situation is certainly able to gradually increase the child's ZPD system. In the development of student abilities, motivation and guidance from the mediator can increase student motivation in learning. So that with this assistance the problems faced by students will be resolved. In Arabic language development, it can create a language environment, so that those who are not proficient can be infected to become proficient too.

Medited Learning

One of the important concepts in Vigotsky's cognitive development theory is mediated learning. This theory emphasizes that human cognitive development is not only through personal experience, but also through social interaction through the environment or the use of mediation

tools such as language and culture(Payong, 2020). For example, if a child wants to sit at a table, it is impossible for him to sit or climb on a table that is so high, but there is a chair that is used as a foothold to get to the high table, then the chair is an intermediary or medium to get to the table. This kind of learning is called mediated learning. Whatever is used as a bridge is called media. In the context of Arabic language development, students who have not mastered certain abilities can be mediated by teachers and their friends to achieve students' Arabic language skills. Teachers or adults play an important role in increasing higher understanding in developing Arabic.

Students' actual abilities are seen when completing tasks without others while students' potential abilities will be seen when getting help from others. This shows that mediated learning will maximize the potential abilities performed by students. Aditya in his journal describes the RADEC learning model (read, answer, discuss, explain and create) in a learning process. He said the Vigotsky's theory is very suitable for implementing such learning because in it there is social interaction, namely interaction between fellow students and fellow students. students and teachers, to find solutions to concept problems. During the interaction process, cognitive apprenticeship occurs, which is a process in which a person learns gradually from reading (R) to creating (C) to acquiring knowledge through interaction with experts (Kusumaningpuri & Fauziati, 2021). By understanding and applying the viewpoints of the constructivism school of philosophy Vigotsky can be implemented into Arabic language learning where learners who have low literacy can be assisted in the learning process through social interaction either with friends or teachers, so that potential abilities can emerge through this mediated learning.

Microgenesis

Another concept in vigotsky's theory is Microgenesis. A term used in Vygotsky's theory to refer to the process of cognitive development that occurs at a micro or small level, often at the level of a specific task or concept. In the context of second language acquisition, the concept of microgenesis can be applied to understand how individuals develop second language skills at a micro level or when interacting with the language in specific situations (Muttaqin & Rasyidi, 2020). An example of microgenesis is when we are traveling by train or bus and beside us there is a person who is an expert in something, a car salesman for example, we are told in detail about the world of buying and selling cars so that when there is a conversation about it in the future it is as if we are very familiar with it.

The process of interacting with people who are proficient or experts can improve our abilities in that scope. In developing Arabic, we can utilize this concept by interacting a lot with people who are already proficient in language, so that ZPD can be developed to reach its maximum potential, in this ocassion especially for Arabic language skills. Social interaction with people who are already proficient can be utilized to improve Arabic language skills too.

Private and Inner Speech

The next concepts are private speech and inner speech. In Vigotsky's theory, private speech is the phenomenon when individuals speak or communicate with themselves. Vigotsky believes that language is not only for social communication, but language is also used to plan, guide, and help their behavior. The use of language for self-regulation is called Private speech. Vygotsky also argued that private language is the first step towards inner speech and has an important role in the development of children's thinking and understanding of concepts. For example, children who talk loudly to themselves about their toys or tasks to be completed.(Santrok, 2009)

When the child is about to complete a puzzle they will say "*this piece doesn't fit, then maybe try another one*", after a few minutes of saying this is difficult. For Pieget this is egocentric, but according to Vigotsky this is an important tool of their thinking over the years. When children talk to themselves, they use language to regulate their behavior and guide themselves. Vygotsky said that language and thought initially develop independently of each other, then later merge (Santrok, 2009). When the child is about to complete a puzzle they will say "*this piece doesn't fit, then maybe try another one*", after a few minutes of saying this is difficult. For Pieget this is egocentric, but according to Vigotsky this is an important tool of their thinking over the years. When children talk to themselves, they use language to regulate their behavior and guide themselves. Vygotsky said that language and thought initially develop independently of each other, then later merge (Fleming & Haigh, 2018).

For example, when students will give a speech in Arabic/English, before performing, they practice talking to themselves in front of the glass or in the room, then when they perform, they will maximize their speech. Vigotsky distinguishes between basic mental functions and higher mental functions. Basic mental functions are natural and cannot be learned, while higher mental functions can be developed through learning, such as language, thinking, memory, focusing attention and others. With a person transmitted through language and the help of others who are more skilled, basic mental functions can be transformed into higher mental functions (Suardipa, 2020). Teachers can use this concept in helping students in learning Arabic. As in the example above, students' basic mental functions can be changed through the transition from inner speech and private speech in preparing forArabic speech, to maximum higher mental functions when actually giving speech during social interaction.

Activity Theory

The last concept in Vigotsky's theory is activity theory. This theory focuses on practical activities (Wikipedia, 2023). Sociocultural theory views language and sociocultural artifacts as mediating human activity and social practice (Cross, 2009).This central thesis in Vygotsky's sociocultural theory was later developed by his contemporary, Leontiev into cultural-historic activity theory (Leontiev, 1981 cited in Cross, 2005), which shifts the emphasis of analysis from tools (language, other cultural artifacts in the context of language education) as the unit of analysis to activities involving these tools (Hapsari, 2015).

for example, there is a drama entitled "*keluarga cemara*", the drama is played by several people, namely one student as a mother, while another student as a father, the next two students get the role of children. In this case, the teacher does not teach how the text is (not *fahmul maqru'*) but the teacher will teach by asking how the students perform or act out the characters of the drama using the second language. In this situation, students can learn how to create dialog or conversation independently. The errors in language can certainly be corrected directly through feedback from the mediator or teacher. This concept says that by doing practical activities directly, such as role play, it will improve students' language skills.

CONCLUSIONS | خاتمة | SIMPULAN

Vigotsky's cognitive development is known as sociocultural theory. Vigotsky argued that a person's cognitive development is influenced by the social and cultural environment. Vigotsky's sociocultural theory refers to the human learning process in general, including language learning. Thus, Vigotsky's sociocultural concept can also be applied in learning Arabic, as a second language. By applying Vigotsky's sociocultural concept, teachers can help students to reach the

Zone of proximal Development (ZPD) with the help and encouragement from adults or experts through mediated learning. In addition, other concepts in Vigotsky's theory include Microgenesis, Private and Inner speech, and activity theory can also be applied in learning to improve students' Arabic language skills

ACKNOWLEDGEMENTS

Thanks for team of IC ISLEH (International confrence on Isalam, Science, Language, Law Education, Economic and Humanity) who give us recommendation of publishing my article on Kitaba Journal. We hope our Article can be Published in next editiom.

BIBLIOGRAPHY | مراجع | DAFTAR PUSTAKA

Agustyaningrum, N., Pradanti, P., & Yuliana. (2022). Teori Perkembangan Piaget dan Vygotsky : Bagaimana Implikasinya dalam Pembelajaran Matematika Sekolah Dasar? *Jurnal Absis: Jurnal Pendidikan Matematika Dan Matematika*, *5*(1), 568–582. https://doi.org/10.30606/absis.v5i1.1440

Alfan Afifi Kurniawan, Bahrul Ilmi, Nailul Authar, & Wildana Wargadinata. (2023). Pembelajaran Bahasa Arab di Indonesia: Problematika dan Solusi Prespektif Sosiokultural Vygotsky. *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, *14*(2), 161–174. https://doi.org/10.32678/alittijah.v14i2.7531

Alif Cahya Setiyadi, M. S. S. (2013). Pemerolehan Bahasa Kedua Menurut Stephen Krashen. *Jurnal At-Ta"dib*, *8*(2), 268.

Arini, A., & Umami, H. (2019). Pengembangan Pembelajaran Pendidikan Agama Islam melalui Pembelajaran Konstruktivistik dan Sosiokultural. *Indonesian Journal of Islamic Education Studies (IJIES)*, *2*(2), 104–114. https://doi.org/10.33367/ijies.v2i2.845

Badi'ah, Z. (2021). Implikasi Teori Belajar Kognitif J. Piaget dalam Pembelajaran Bahasa Arab dengan Metode Audiolongual. *Attractive : Innovative Education Journal*, *3*(1), 76. https://doi.org/10.51278/aj.v3i1.166

Fleming, J., & Haigh, N. J. (2018). Using sociocultural insights to enhance work-integrated learning. *Higher Education, Skills and Work-Based Learning*, *8*(4), 395–407. https://doi.org/10.1108/HESWBL-09-2017-0071

Hapsari, A. (2015). Pengembangan Kerangka Kerja Sosiokultural untuk Membangun Karakter Islami di Program Studi Pendidikan Bahasa Inggris. *Unisia*, *37*(82), 10–17. https://doi.org/10.20885/unisia.vol.37.iss82.art2

Heronimus Dappa Ama. (2021). Teori Sosiokultural dalam Pembelajaran Bahasa Anak Usia Dini. *Jurnal Edukasi Sumba (JES)*, *5*(2), 11.

Hidayati, S., Weriana, W., Suryana, E., & Abdurrahmansyah, A. (2023). Perkembangan Kognitif Menurut Teori Sosio-Kultural dan Implikasinya dalam Pembelajaran. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *6*(9), 6706–6714. https://doi.org/10.54371/jiip.v6i9.2305

I Putu Suardipa. (2020). Proses Scaffolding Pada Zone Of Proximal Development (ZPD) Dalam Pembelajaran. *Widyacarya*, *4*(2), 82.

Kusumaningpuri, A. R., & Fauziati, E. (2021). Model Pembelajaran RADEC dalam Perspektif Filsafat Konstruktivisme Vygotsky. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, *3*(2),

103–111. https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1169

Lantolf, J. P., Thorne, S. L., & Poehner, M. E. (2014). Sociocultural theory and second language development. *Theories in Second Language Acquisition: An Introduction*, *2000*, 207–226. https://doi.org/10.4324/9780203628942-16

Muttaqin, I., & Rasyidi, A. W. (2020). Taf'īl al-Anmāṭ at-Tafā'uliyyah fī Ta'līm al-Lugah al-'Arabiyyah Dākhila al-Bī`ah al-Iṣṭinā'iyyah 'alā Ḍau'i an-Naẓariyyah al-Ijtimā'iyyah aṡ-Ṡaqafiyyah li Vygotsky. *LISANIA: Journal of Arabic Education and Literature*, *4*(2), 196–216. https://doi.org/10.18326/lisania.v4i2.196-216

Oktarizal Drianus. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Payong, M. R. (2020). ZONE OF PROXIMAL DEVELOPMENT AND SOCIAL CONSTRUCTIVISM BASED EDUCATION ACCORDING TO LEV SEMYONOVICH VYGOTSKY. *Jurnal Pendidikan Dan Kebudayaan Missio*, *12*(2), 164–178. https://doi.org/10.36928/jpkm.v12i2.589

Rosyid, R, M. F., & Baroroh, U. (2020). Teori Belajar Kognitif Dan Implikasinya Dalam Pembelajaran Bahasa Arab. *لسانا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, *9*(1), 92. https://doi.org/10.22373/ls.v9i1.6735

Sahkholid Nasution. (2017). *Pengantar Linguistik Bahasa Arab* (1st ed.). CV. Lisan Arabi.

Santrok, J. W. (2009). *Psikologi Pendidikan*. Selemba Humanika.

Suardipa, I. P. (2020). Sociocultural-Revolution Ala Vygotsky Dalam Konteks Pembelajaran. *Jurnal Widya Kumara Jurnal Pendidikan Anak Usia Dini*, *1*(2), 48–58.

Sugiyono. (2022). *Metode penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.

Syamsiyah, D. (2017). Analisis Deskriptif Teori Pemerolehan Bahasa Kedua. *Jurnal Komunikasi Dan Pendidikan Islam*, *6*(2), 60.

van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: A decade of research. *Educational Psychology Review*, *22*(3), 271–296. https://doi.org/10.1007/s10648-010-9127-6

Wikipedia. (2023). *Teori Aktivitas*.

Yuntawati. (2017). *Efektifitas Scaffolding Terhadap Peningkatan Kemampuan Penyelesaian Masalah Matematika*. *3*(1), 460–465.

Yusuf, A. M. (2016). *Metode Penelitian Kuantitatif; Kualitatif & Penelitian Gabungan.* Prenada Media.