

# Teaching Materials Development Scaffolding Learning Based Model In Arabic Education Students

Martinis\*

\*Lecturer, State Institute for Islamic Studies Sulthan Thaha Saifudin Jambi, Indonesia

**Abstract:** *Writing and speaking skills in college can be applied through scaffolding learning model which takes the form of guidance and assistance from a more expert or peer who has the ability to create, develop, and enhance the ability of students to think higher. The results of the evaluation of the development of teaching materials Arabic writing scientific papers developed consists of three stages, namely: (a) assessing the feasibility of the development of teaching materials written by experts (test early stage), (b) text readability test (Test second stage) development of teaching materials writing scientific papers (c) test the feasibility of the development of teaching materials to write scientific papers (third stage test) in accordance with the needs of the field. Scaffolding learning model is higher when compared to the results of material of Arabic writing scientific papers that are not developed, then this material may be a reference to a student in the lecture Arabic*

**Keywords:** writing skills, scaffolding, thinking

## 1. Introduction

The purpose of language learning in college is basically that students master the four language skills, ie listening skills, speaking, reading, and writing skills. Skills of reading and listening to an auditory language expression through media (the aural medium) while reading and writing is the expression of language through the medium of sight (the visual medium). Another way to categorize the four skills that are active or productive skills and skill passive or receptive. Active skills include speaking and writing, while including passive skills are listening and reading skills (Widdowson, 1979:1).

The ability to write is a very important capability controlled by each student and an integral part in all learning activities experienced by students while studying in college (Akhadiah, 2003: 18) Bush and Huebner (1979: 18) says also that the think-about 90% of students in college activities involving reading and writing. Good writing skills do not come just like that, but need to be learned and practiced in earnest. Through those efforts, and is driven by a high interest will be able to write well and correctly. By having the ability to write well and correctly, someone will be able to express ideas, feelings, thinking, and experience to others appropriately without being tied to place and time. Writing skills should be fostered since someone was in elementary school up to college. In quantity and quality are not only writing skills should be fostered and improved early on, malinkan also should be directed to the writing of great works (Halim and Yahya, 1978: 16).

Akhadiah (2008:1) says that many students who have trouble with the written language. The difficulty includes the use of different levels of written language, namely in the choice of words, sentence formulation, paragraph development, writing development, and application of Grammar. Furthermore, Soehadi (1995: 32) says that many cases of plagiarism-at the end of the thesis, including

demonstrated incapacity student in writing. The incapacity due to lack of students or do not want to train themselves, in addition to the scientific work in this country not too appreciated as in developed countries.

There are several obstacles to developing learning models, namely (1) internal factors, such as interest, motivation, and talent, (2) external factors, such as lectures, curriculum, facilities, syllabus, and teaching materials. Both of these factors affect each other in exchanging ability of active students. Surya (1979: 32) says, because of the variables, then there are individual differences in writing. Similarly Tarin (1993: 2) suggests that these factors affect the success of the learning process, including writing skills. Writing skills are determined by: (1) learning the language, (2) teaching language, and (3) the system of language teaching.

Definition of the term scaffolding comes from the term civil engineering in the form of a building or a temporary frame buffer (usually made of bamboo, wood, or metal rod) that facilitates building workers. This metaphor should be clearly understood that the meaningfulness of learning can be achieved. Most education experts define scaffolding in the form of guidance given by a lecturer to students in the learning process with the issues that are focused and positive interaction. Scaffolding translated into the Indonesian "scaffolding", ie bamboo (beams, etc.) that is mounted to the pedestal when they wanted to build a house, make a wall, and so on (Poerwadarminta, 1983, 735).

The explanation can be found in the above outline, the principles of social constructivist approach to learning scaffolding applied are as follows:

1. Knowledge constructed by the students themselves.
2. Knowledge cannot be transferred from the lecturer to students, except only.
3. The students themselves to make sense of liveliness.

4. The Student construct continuously active, so it is always a change in scientific concepts.
5. Lecturer just gives assistance and provides advice as well as the situation in order to learn the construction process smoothly.
6. Facing issues relevant to students.
7. Structure learning key concepts about the importance of a question.
8. Seeking and assess student opinion.
9. Adjusting the curriculum to respond to the notion of students.

Scaffolding Theory was first introduced in the late 1950s by Jerome Bruner, a cognitive psychologist. He uses the term to describe young children in language acquisition. Children first begin to learn to speak through the help of their parents, children instinctively have had to learn language structure. Scaffolding is an interaction between the adults and children who allow children to carry out something beyond the standalone business. Garton (1992, 6) defines scaffolding as "a temporary framework for activities in progress". Construction scaffolding occurs in students who can not articulate or explore learning independently. Scaffolding prepared by lecturers to not change the nature or degree of difficulty of the task, but with scaffolding provided enable students to successfully complete the task.

The term was first used by Wood et al 1976, with the definition of "support faculty to students to help complete the learning process can not be finished on their own". Definition of Wood is in line with the notion of ZPD (Zone of Proximal Development) by Vygotsky (1978: 86). Students are much dependent on the support of lecturers to gain understanding is outside his ZPD, students were free or not depends on the support of lecturers have been in the area of his ZPD. According to Vygotsky, students develop thinking skills higher level when it gets guidance (scaffolding) from a more expert or through a colleague who has a higher capacity (Stone, 1998). Similarly, Piaget believes that the student will receive enlightenment of new ideas from someone who has knowledge or expertise (Piaget, 2002).

Lange, 2002 (in Martinis Yamin, 2013: 154) states that there are two main steps involved in scaffolding learning: (1) the development of lesson plans to guide students in understanding the new material, and (2) the implementation of the plan, faculty provide assistance to students at each step of the learning process. Scaffolding consists of some specific aspects that can assist students in the acquisition of knowledge internalization. Scaffolding following aspects:

- a. Intentionality: This activity has a clear purpose to the learning activities in the form of assistance that is always gives to any student in need.
- b. Suitability: Students who cannot solve their own problems it faces, the faculty provided assistance resolution.
- c. Structure: Modeling and questioning activities structured around a model of an appropriate approach to the task and lead to the natural order of thought and language.

- d. Collaboration: Lecturer creating a partnership with students and appreciate the work that has been achieved by the students. The role of the lecturer is not as evaluators collaborators.
- e. Internalization: External scaffolding for this activity is gradually withdrawn as the patterns are internalized by the students.

By analyzing the above phenomena to be one of the reasons the author conducted research and development of teaching materials Arabic writing scientific papers based learning model scaffolding, then this research focus is "how the Arabic language teaching materials based scaffolding learning model to improve the writing skills of students in Arabic Language Study Program Faculty of *Tarbiyah* IAIN Sulthan Taha Saifuddin Jambi"? Then, the formulation of research problems are translated into research questions in more detail, among others, are as follows: (1) how to design teaching materials Arabic writing scientific papers based learning model scaffolding? (2) how the product material of Arabic writing scientific papers based learning model scaffolding? (3) what assessment teaching materials to write scientific papers Arabic writing scientific papers based learning model scaffolding by experts, small group, and a field test?

## 2. Research Methods

The place of the study, the research conducted in the fourth semester students of the Faculty of Arabic Language Program at *Tarbiyah* IAIN STS Jambi. Study is titled "Teaching Materials Arabic Development Writing Scientific Papers Scaffolding Learning Model Based on Students study Arabic Education Program IAIN Sulthan Taha Saifuddin Jambi ". The study used the approach of research and development (research and development) which, according to Borg and Gall research model development or a process used to develop and validate educational products, such as: syllabus, teaching materials, textbooks, teaching methods, and so-another study conducted in a cycle and development. The study also called research-based development. Borg and Gall (2003) say that research steps with 10 steps, this can be illustrated in the figure below:

Main Steps	10 Borg and Gall step
Research and information collecting	1. Research and collecting information
Planning	2. Planning
Develop preliminary form of product	3. Product development
Field testing and product revision	4. First field test ( <i>preliminary</i> ) 5. Product revision 6. Second field test ( <i>main</i> ) 7. Operational product revision 8. Operational field test ( <i>operational</i> )
Final product revision	9. Final product revision
Dessemination and implementation	10. Dissemination and implementation

### 3. Outcomes of Research

#### 3.1 Design Teaching Materials Arabic Writing Scientific Work Learning Scaffolding Based Model

**3.1.1** Instilling positive attitudes in students that love the Arabic language as a communication tool and the International language of the Qur'an then he needs to be commanded every student. Source of information about Islam in general is written in Arabic, such as; *hadith*, *fiqh*, *tawhid*, and others. Knowledge contained in the books were revealed with good language skills, good listening, speaking, reading, and writing skills. Writing skills will be held when the students love and appreciate Arabic as an information digger.

**3.1.2** The attitude of the students who look difficult to learn Arabic because the students do not understand about the importance of Arabic as a means of communication International. Therefore, the student needs to be raised a love of Arabic as a medium for deepening the information on Islam, Islamic, Islamic culture, Islamic religion and communication tools are most appropriate.

**3.1.3** In learning Arabic writing scientific papers indispensable teaching material topics, such as; *RasulAllah* struggle, the history of the decline of the Koran, the Islamic religious broadcasting, politics in Islam, Islamic economics, Islamic culture, and so forth. So in writing scientific papers, authors can express the data, facts, and arguments appropriately and well.

**3.1.4** In Arabic learning students have a lot to do exercises to get accustomed scientific work. Thus, in the completion of the final project, students are not just copy others and writing assignments that they produce is the work itself. Lecturer in Arabic Language learning should be a lot of writing assignments given to students.

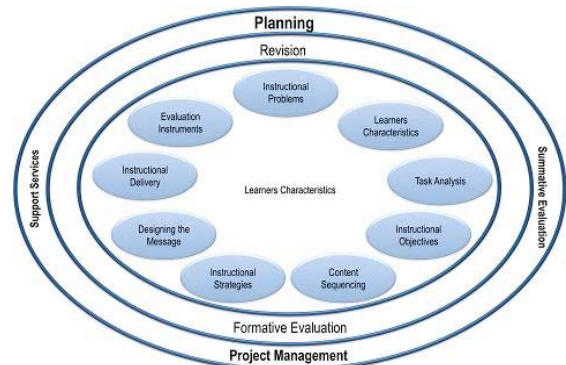
**3.1.5** Lecturers should evaluate the student role in the writing of scientific papers, both in theory and in practice as well. For the least diversity of the faculty need to develop guidelines for the writing assessment results. Students were given the task of lecturers should be corrected and returned to the student results, so that students can know the truth and the mistakes they have done.

#### 3.2 Products Teaching Materials Arabic Writing Scientific Work Learning Scaffolding Based Model

Products that will be produced teaching materials teaching materials are Arabic writing scientific papers based on student learning model scaffolding Arabic Education Study Program Faculty of *Tarbiyah* IAIN Sulthan Taha Saifuddin of Jambi. The development of teaching materials adapted to the conditions and needs of field-teroi embrace constructivist learning theory and follows the steps that have been expertly designed.

Product design teaching materials Arabic writing scientific papers based on a model of learning scaffolding learning needs to be analyzed in order to fit the needs of students in college and syllabus preparation step. Instructional design

refers to the design model Jerrold E. Kemp (1985: 14) with a round egg is showing that he has a relationship that can not be separated and each one has a dependency to one another, but can be initiated from anywhere according to user needs. To more clearly seen in the figure below;



**Figure 1:** Teaching Materials Design Development Syllabus

The primary basis for preparing a syllabus tailored to the needs of users, in addition scaffolding learning model is part of constructivism, learning patterns that do not procedural but taking into account the dimensions of the contents of teaching materials, processes, and products. Content dimension includes elements of language, theme, situation, and function. While the dimensions of the process of tapping on scaffolding learning model, student-centered learning (student centered), a more dominant role in improving student writing skills of scientific papers in Arabic language teaching materials. Thus, the learning process consists of organizing the material covering; level of difficulty, complexity, precision and accuracy are required. Furthermore, the activity leads students lecturers are on target to provide guidance and assistance. Student Activities is to develop self-knowledge by actively to form in him. The final stage of the development of the syllabus is the dimension of products which include; orientation knowledge and skill orientation. The following can be seen in the following figure;

**Table 1:** Development Dimensions of Teaching Materials Arabic Syllabus

Content Dimension	1. Language Unsure 2. Theme 3. Situation 4. Function
Process Dimension	1. Material Organization 2. Lectures Activities 3. Student Activities
Product Dimension	1. Knowledge Orientation 2. Skill Orientation

#### 3.2.1 Dimensions of Contents

Dimension syllabus content includes elements of language, themes, situations, and language functions. Language elements consist of: reading the position of Arabic writing, writing scientific papers, reading scientific papers to scientific writing, and speaking for academic purposes. Speaking situations include: practice writing and



communicating through written language. Functions consist of: invite, explain, argue, reporting, describe.

### 3.2.2 Process Dimension

According to Dubin and Olshtain (in Farkhan, 2007) there are some formats that can be used as an alternative in the development of the syllabus, namely: linear format, modular, cyclical, matrix, and a storyline format. This study uses a modular format that is used as a reference for the preparation of teaching materials, given the teaching materials that will be presented based on degree of difficulty, the level of complexity, degree of applicability, or the level of usability in natural factual circumstances. Lecturer serves to explain, provide writing models, and more as facilitators and learning resources. Students participate actively, digging, finding his own way with the help / guidance (scaffoldings lecturer). Here are the dimension tables:

**Table 2:** Dimensional Process

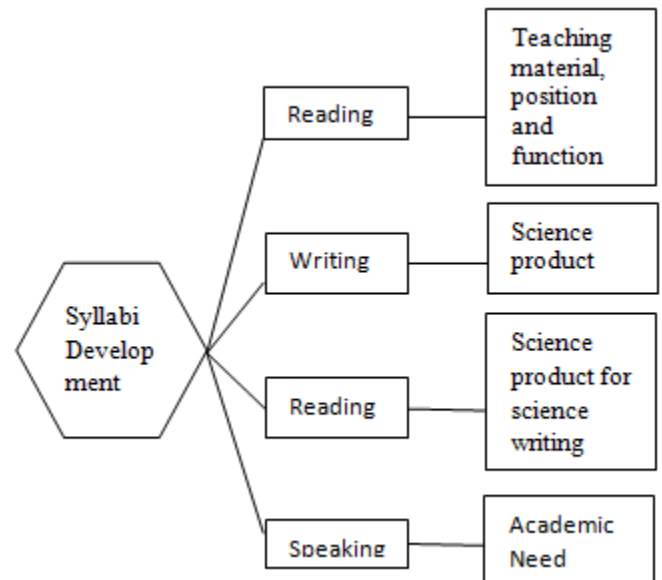
Process Dimension	Activities
Organization	Difficulties level, Complexity, and accurately needed
Lectures Activities	Explain, given writing model and to become facilitators and study resources
Students activities	Active participation, founded and discovery by lectures scaffolding.

### 3.2.3 Product Dimension

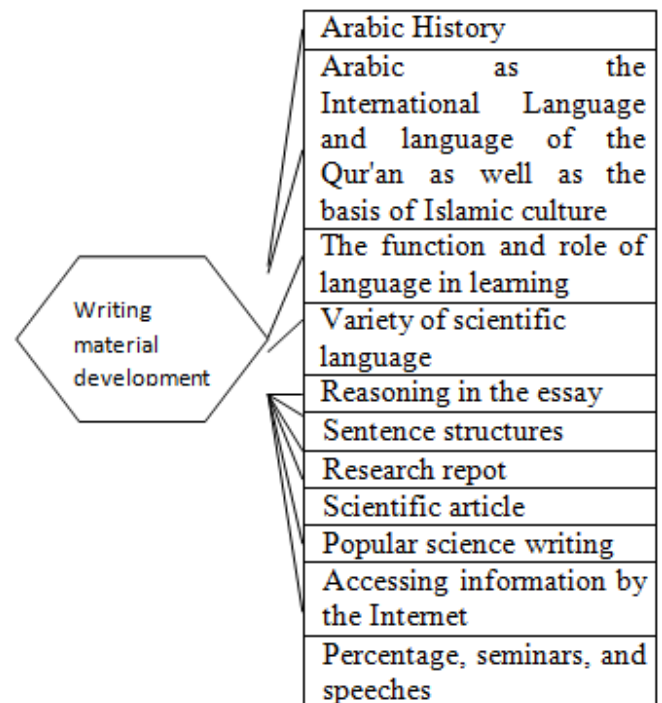
Dimensions of the product includes the knowledge orientation and the orientation of writing skills in Arabic, the following can be seen in the table below:

Product Dimension	Includes
Knowledge	1. Way to read to write 2. How to write a scientific paper 3. Way to read scientific papers 4. Way scientific talk
Skill	1. Skilled reading to write (using a variety of scientific language, using reasoning, planning essay, sentence structuring, paragraph structuring, preparing research reports) 2. Skilled writing scientific papers 3. Fetched reading scientific papers 4. Skilled scientific talk

Three-dimensional syllabus developed above, include; dimensions of content, processes, and products that need to be developed further dimension dimensional syllabus content because the content was directly related to the development of models that will be developed teaching materials. This gave rise to the product of the dimensions of the model syllabus teaching materials teaching model based Arabic scaffolding. Furthermore, it can be seen in figure 2 and 3 below:



**Figure 2:** Models syllabus teaching materials developed



**Figure 3:** Models developed teaching materials

## 3.3 Validation of Scientific Writing Teaching Materials Arabic Language-Developed Scaffolding Learning Based Model

### 3.3.1 Assessment of Scientific Writing Teaching Materials Arabic by experts (test first stage)

Assessing the feasibility of the development of teaching materials Arabic writing scientific papers by experts in question here are three senior lecturer and holds the academic rank of professor and doctoral (Prof. Dr. H. Adrianus Chatib, M.Hum., Prof. Dr. Ahmad Husin Ritonga, MA., Prof. Dr. H. Lias Hasibuan, MA), which is an Arabic expert from the Faculty of Adab, Arabic an expert from the Faculty of Sharia, and an expert on the curriculum of the Faculty of *Tarbiyah* IAIN Sulthan Taha Saifuddin of Jambi. Both of these linguists view that the

development of teaching materials Arabic writing scholarly works very good because in the material already contains elements, learning objectives appropriate to the level of student ability, training and practice, examples of writing scientific language, the presentation methodology, systematic writing, and student assignments. While curriculum specialists to look at the substance of the content, the relevance of the material with another material, and the elements of each topic has a positive value.

Based on 3 expert assessment results above indicate that the percentage is generally categorized as being developed to be between 41% - 53% (Sadtono, 1979:2). In development of these materials at a moderate level and can be applied to all levels of student ability. Thus, assessment by experts can be said in general the development of teaching materials Arabic writing scientific papers worthy of being a student reference. In addition, also, these figures indicate that the content of teaching materials are in accordance with the student's ability level.

### 3.3.2 Test trustworthiness Topics Teaching Materials Arabic writing Scientific (second stage test)

Readability test subject in the second phase development of teaching materials Arabic writing scientific papers, made by (1) test the readability of the texts of the development of teaching materials Arabic writing scientific papers, (2) an assessment of the overall development of teaching materials in the second semester students Study Program Arabic Language Faculty of IAIN *Tarbiyah* Taha Saifuddin of Jambi sultan who have attended the course last semester Arabic. Readability test engineering topics with Cloze Test (discourse hiatus). Percentage of test results showed that the level of difficulty and level of ease of texts on teaching materials are quite in accordance with the needs of the students, the percentage of test results of these texts are not on the level of difficulty or ease between 32% - 72% (Sadtono, 1979: 3).

Generally speaking, the development of Arabic teaching materials developed writing scientific papers can be read and understood by the students. The figures show the percentage distribution of questions answered correctly each item made about Cloze test techniques. Means the development of teaching materials drafts Arabic writing scientific papers read and understood by students concerning discourse texts, then understood to have been qualified for use as reference materials student teaching.

### 3.3.3 Eligibility Test Teaching Materials Development Arabic Writing Scientific (third stage test)

Test the feasibility of the development of teaching materials Arabic writing scientific papers to determine whether the development of teaching materials Arabic writing scientific papers on target and can be accepted by the student, thereby test teaching materials through the initial test (pre-test) and test the final (post-test). At the end of the product, do a test to feasibility of developing these materials by using t-test to see whether the final

value through a post-test to the development of teaching materials scored higher than the average value of the initial test (pre-test).

Ho:  $\mu$  final test (post-test) =  $\mu$  initial test (pre-test)

Ha:  $\mu$  final test (post-test) >  $\mu$  initial test (pre-test)

ANOVA calculation results obtained F calculation 11,395 price is greater than the F table = 7.31 at significance level  $\alpha = 0.01$  (F value = 11.395 > F = 7.31 ( $\alpha = 0.01$ ), then Ho is rejected and Ha accepted prove that the development of teaching materials Arabic writing scientific papers based learning model scaffolding better/higher learning outcomes of teaching materials Arabic writing scientific papers that are not developed

## 4. Conclusions

Based on the findings above, then drawn some conclusions as follows:

**5.1** The principles of developing teaching materials Arabic writing scientific papers based scaffolding learning model, as follows: (a) writing teaching materials were developed based on the level of need that is manifested in the activities of listening, speaking, reading, and writing, (b) meaningful learning is implemented to the tasks of teaching materials that can be implemented independently and groups, (c) learning teaching materials developed by the presentation of text, exercises, and assignments, (d) materials and assignments emphasis on the formation of student knowledge and skills, (e) the duties and practice refers to the self-improvement of students.

**5.2** The draft syllabus teaching materials to write scientific papers have been prepared on the needs and abilities of students, the subject matter has to do with the subject matter of another. Syllabus teaching materials were developed based instructional scaffolding to improve writing skills and to improve thinking ability of students.

**5.3** Results of the evaluation of the development of teaching materials Arabic writing scientific papers developed consists of three stages, namely: (a) assessing the feasibility of the development of teaching materials written by experts (test early stage), to see instructional purposes, the substance of the content, training and practice for students, examples of writing scientific language, the presentation methodology, student tasks, systematic, language, learning and evaluation, (b) text readability test (test second stage) development of teaching materials to write scientific papers, to see the level of difficulty and the ease of text teaching materials according to the needs of students, and (c) test the feasibility of the development of teaching materials to write scientific papers (third stage test) in accordance with the needs of the field, to see the differences in the development of teaching materials developed teaching materials that were not developed.

## 5. Recommendations

Referring to the results of the study, the recommendations may be made regarding the implementation of teaching materials Arabic writing scientific papers based on student learning model scaffolding Arabic Studies Program Faculty of *Tarbiyah* IAIN Sultha Taha Saifuddin Jambi is as follows; (1) because it has been proven the significance of teaching materials treatment Arabic writing scientific papers based learning model scaffolding higher result than teaching materials Arabic writing scientific papers that are not developed, then this material may be a reference to a student in the lecture Arabic, (2) Arabic teaching materials to write scientific papers based learning model that was developed to enhance the writing skills of students is higher, then the other lecturers need to develop courses according to the needs of students, (3) syllabus Arabic teaching materials developed more interesting and innovative will foster higher student motivation.

## Reference

- [1] Akhadiyah, dkk. *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Penerbit Erlangga. 2003.
- [2] *Penulisan Ilmiah*. Jakarta: PPS Universitas Muhammadiyah Prof. Dr. Hamka. 2008.
- [3] Andrew Littlejohn, *Language Teaching Materials and the (Very) Big Picture*. Electronic Journal of Foreign Language Teaching 2012, Vol. 9, Suppl. 1, pp.283–297 © Centre for Language Studies National University of Singapore, <http://e-flt.nus.edu.sg/>
- [4] Brian Tomlinson, *Materials Development For Language Learning And Teaching* Cambridge University Press 2012 Downloaded: 16 May 2012, IP address: 131.111.127.89, <http://journals.cambridge.org>
- [5] Bush, Clifford L. And Heubner, Mildred. *Strategy for Reading in the Elementary School*. New York: Mac Millan Publishing Co., In. 1979.
- [6] Gall, Meredith D., Gall. Joyce P., Borg Walter R. *Educational Research an Introducton (Sevent Edition)*. New York: Pearson Education. 2003.
- [7] Garton, Alison F. *Social Interaction and the Development of Language and Cognition*. London: Lawrence Erlbaum. 1992.
- [8] Halim, Amran dan yahya B. (Ed). *Pidato Pengarahan Mendikbud pada Sidang Kongres Bahasa Indonesia III 28 Oktober 1978*. Jakarta: P3B Depdikbud, 1978.
- [9] [http://file.upi.edu/Direktori/FPBS/JUR.\\_PEND.\\_BAHSA\\_JEPANG/195201281982031](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHSA_JEPANG/195201281982031) diakses tgl 5 Juni 2014.
- [10] Kemp, Jerrold E. *The Instructional Design Process*, New York, Harper & Row, Publishers, 1985.
- [11] Lange, Kenneth. *Matemathical and Statistical Methods for Genetic Analysis* (Second Edition). New York: Springer-Verlag. 2002.
- [12] Piaget, Jean. *The Language and Thought of The Child*. New York: Routledge. 2002.
- [13] Poerwadarminta. W.J.S. *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka. 1983.
- [14] Soehadi, Kontjoro (Surya, 21 Oktober 1995), *Penciplakan Karya Tulis Ilmiah*. 1995.
- [15] Surya, Mochammad. *Pengaruh Faktor Nonintelektual terhadap Gejala Berprestasi Kurang*. Disertasi. Bandung: Pascasarjana IKIP Bandung. 1979.
- [16] Tarigan, Henry Guntur. *Prinsip-Prinsip Dasar Sastra*. Bandung: Angkasa. 1993
- [17] Vygotsky, L. S. *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. 1978.
- [18] Widdowson, H.G. *Teching Language as Communication*. London: Oxford University Press. 1979.
- [19] Yamin, Martinis. *Pradigma Baru Pembelajaran*. Jakarta: Referensi. 2013.

## Author Profile

**Dr. H. Martinis**, M.Pd was born on Pulau Rengas of Bangko 3 November 1960 is a lecturer at the Faculty of *Tarbiyah* IAIN Sulthan Taha Saifuddin Jambi since 1989 - now. Furthermore, also a lecturer doctoral and Megister courses IAIN Sulthan Taha Saifuddin Jambi since 2010 - now as well as lecturers Megister Educational Technology Graduate University of Jambi from 2010 - present. In addition, active in various scientific activities and write a book. expertise and research focus is the field of educational technology.