

RECONSTRUCTION OF VYGOTSKY'S SOCIOCULTURAL THEORY OF THINKING IN LEARNING ARABIC LANGUAGE AT ELEMENTARY SCHOOL LEVEL

by Roihanah Zakiyah

Submission date: 30-Aug-2024 07:53PM (UTC+0700)

Submission ID: 2441205403

File name: JURNAL_ROIHANAH_ZAKIYAH_1.docx (76.26K)

Word count: 5601

Character count: 30891

RECONSTRUCTION ³ OF VYGOTSKY'S SOCIOCULTURAL THEORY OF THINKING IN LEARNING ARABIC LANGUAGE AT ELEMENTARY SCHOOL LEVEL

Roihanah Zakiyah and Resy Mulyani

Arabic Language Education Study Program

Email : anahanah0517@gmail.com

resymulyani83@gmail.com

ABSTRACT

Learning Arabic is one of the material important at the level basis . Therefore that , is needed more attention big in objectives , implementation , and evaluation learning . In learning Arabic , interaction with environment and role cognitive required for students can learn Language in a way comprehensive from aspect practice and theory . Through interaction said , the ability cognitive student will developing . As mentioned in Vygotsky's theory , ability cognitive student will develop moment they interact with its environment .

Keywords : Reconstruction , Vygotsky's Sociocultural Theory , Arabic Language Learning

ABSTRACT

Learning Arabic is one of the important subjects at the elementary level. Therefore, greater attention is needed in the goals, implementation, and evaluation of learning. In learning Arabic, interaction with the environment and cognitive roles are necessary so that students can comprehensively learn the language in terms of practice and theory. Through this interaction, students' cognitive abilities will develop. As mentioned in Vygotsky's theory, students' cognitive abilities develop as they interact with their environment .

Keywords: "Reconstruction, Vygotsky's Sociocultural Theory, Arabic Language Learning"

INTRODUCTION

Learning Arabic language involves training , supervision , and assistance in the teaching process . Teachers use various technique teaching so that students control four skills language , namely : skills listening , skills speaking , skills reading , and skills writing . In learning Arabic has two elements important , namely : (1) Elements language , which includes Lots element such as : writing

Roihanah Zakiyah and Resy Mulyani

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

structure , structure sound , word structure , structure sentences , and structures vocabulary . (2) Skills language , which includes skills listening , skills speaking , skills reading , and skills write .

Learning objectives Arabic is For control knowledge and skills language , namely : reading speaking , writing , grammar (nahu) , and morphology (sarf) , up to obtain skills Language like skills listening , skills speaking , skills reading , and skills write .

Learning objectives Arabic is For control knowledge and skills language , namely : reading speaking , writing , grammar (nahu) , and morphology (sarf) , up to obtain skills Language like skills listening , skills speaking , skills reading , and skills write .

However , learning Arabic at the level base Not yet in accordance with expected goals . Teachers are more focus on the material learning without notice use method learning , media, and the environment . In the learning process , teachers must choose approach learning or set it with be careful to get results more learning good . Learning process need methods and media for support the learning process . Therefore that , the teacher must develop ability and competence they as teacher . As a result , the teacher will can carry out task learning with more in accordance with reality learning and its objectives .

Knowledge psychology education set base For planning , implementation and evaluation learning with refers to the possibility learning , stage its development , its needs , its background behind him , his abilities , and his speed are appropriate with Education level (Pandeiro, 2014) . One of the principle in knowledge psychology education is that the teacher does not only give information to students , but student must build knowledge they Alone in thought they .

Every individual will choose method and style study it alone , but There is characteristics certain in approach Study compared to with approach others . One of the approach Study is approach constructivism . According to Martin, the approach This emphasize importance activity student in build knowledge through interaction between learning that has been done there is and new learning . Therefore that is all material learning at school must directed For educate students so that they can build knowledge they Alone .

According to Vygotsky, learning is a process that involves two elements important . First , learning is a biological process as a basic process . Second , learning is a psychological and social process as a more process high , and the reality is related with environment social and cultural . Vygotsky also argued that behavior somebody is combination from second element the .

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

When a person student face stimulation from his environment , he will use his body and his senses For respond stimulation Then , the information that is available will processed use system nerves inside his mind . The use of senses For respond stimuli and systems nerve in manage information received is a physical and psychological process that is element base in learning (Wahyuni, 2015) .

Knowledge that has been There is as results from the element process base will develop when student interact with environment them . Therefore That , Vygotsky emphasized importance interaction social in development learning students . Vygotsky argued that student develop more concepts orderly , logical and rational through dialogue with skilled teachers (Woolfolk, 2008) .

In a relationship between abilities and knowledge , Vygotsky stated that factor learning own a very important role in effort develop ability knowledge . According to Vygotsky, learning happen when individual to obtain specific and focused understanding or when happen development in various ability . Progress happen If understanding or skills acquired allow implementation in more fields wide and has complex meaning . Actually , learning depends on development cognitive and able achieved through interaction social with environment (Panderot, 2014) .

In theory Vygotsky's social and cultural , there are two concepts basic , namely : Development Zone Proximal (Zone of Proximal Development) and Scaffolding (Scaffolding). Zone of Proximal Development Proximal is distance between level development actual determined by ability individual For solve problem in a way independent and level development potential that can achieved through breakdown problem with adult assistance or through Work The same with Friend peers who are more proficient (Panderot, 2014) .

Temporary that , scaffolding (support) is give support and assistance to children who are at that stage beginning learning , and then in a way gradually reduce support and assistance after child the capable solve the problems he faced in a way independent (Wahyuni, 2015) .

With Thus , the theory Vygotsky's social and cultural can applied in learning Arabic . As do we know , to reach objective learning Language in a way comprehensive , required enough training and practice For interact with environment they , namely Friend peers , parents , and teachers.

n't any separation between development language and development function brain . As is known , the brain own function base in structure biological human . Research neurology and linguistics show that brain own fundamental role in development language skills (Pandeiro, 2014) .

According to Vygotsky, development Language more influenced by interaction social children with environment them . That is , internalization culture will give meaning special for children in develop thoughts and abilities Language they . Development cognitive and developmental Language according to Vygotsky it takes place in a way simultaneously . In the environment family — according with culture — children will interact and learn with listen what parents and friends say they are in the community environment (Pandeiro, 2014) .

RESEARCH METHODS

Research methods used by researchers is method descriptive analytical , where the data consists of from related words , phrases and information close with the phenomenon being studied when study going on , the ¹³ analyzed by researchers For reach results research . Descriptive method collect ¹⁵ data in the form of words and images , no in form numbers , because characteristic study qualitative .

The data sources in this study consist of primary sources and secondary sources.

a. Primary Data

The primary data in this study are books about Vygotsky's sociocultural theory ideas.

b. Secondary Data

Secondary data in this study are books related to Vygotsky's theory and books related to Arabic language learning.

Because of research This is type study library (Library Research), data and information collection done with use materials available in the library . Therefore that , the method used by researchers in the data collection process is method documentary (Documentary Method), where efforts done For take data from studies library from the books mentioned and sources other .

The opinion that will used by researchers For reach desired result is stages following This :

a. Stage Orientation

Researchers select important and necessary data from the books studied by focusing and sorting them into appropriate categories.

b. Exploration Stage

Then researcher collect the necessary data in accordance with question research , and determine relevant data based on questions that have been studied , without accept all available data .

c. Focused Study Phase

Then , the researcher explain the data obtained after reduction , namely data related to with theory social and cultural , and carry out data analysis thorough about reconstruction theory Vygotsky's social and cultural .

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

Researcher will use method read , study , and do studies descriptive to related books with topics , as well as use method analysis descriptive . For analyze data, researcher will use analysis content (Content analysis), namely the process of processing data specifically related with study from a number of idea leadership education is described , discussed , and criticized . The data is then classified with similar data , and carried out analysis critical For reach concrete and adequate formulation , so that in the end steps This support conclusion like answer question research . With Thus , researchers will search for relevant data For focus in study this , which will used For answer question study .

RESULTS AND DISCUSSION

Constructivism Theory

One of principle important in educational psychology is that teachers cannot give knowledge to students. Students must construct knowledge in thought they Alone (Slavin, 2009) .

Constructivism theory assumes that education and learning depend on a combination of several studies in cognitive psychology and social psychology (Wahyuni, 2015) . The basic principle is that individuals must be active in building knowledge, skills, and information.

Constructivist theory assumes that students continually explore new information by comparing it to their existing knowledge, then modifying that knowledge when it is no longer relevant. This view is important in education because it suggests a greater active role for students in their learning process, which is often lacking in many classrooms. With its focus on students as active learners, constructivist strategies are often referred to as student-centered teaching approaches (Slavin, 2009) .

In contrast to behavioral theory which views learning as stimulus and response, constructivism theory views learning as an activity to build knowledge through experimentation to give meaning to experiences that are relevant to their own experiences.

Philosophically, according to constructivism theory, learning is a process of building knowledge little by little, then expanded through relevant contexts (Wahyuni, 2015) . Knowledge is not a collection of facts, concepts, or rules that are ready to be recovered or remembered. Individuals must build knowledge and give meaning through real experiences. Borich and Tambari consider constructivism theory in learning as an approach that provides students with the

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

opportunity to build meaning little by little by connecting internal relationships or linking ideas to the facts taught (Wahyuni, 2015).

In the learning process in the classroom, students need to get used to solving problems, finding something useful for them, and struggling with ideas. The core of constructivism theory is about thinking. Students must be able to find complex information and transform it into different contexts. Based on this, education and learning must focus on the process of "building" knowledge rather than just "receiving" knowledge.

Slavin notes in the learning process that students need to actively participate in order to become the center of learning in the classroom. Teachers can facilitate this process by teaching using methods that make information useful to students. (Wahyuni, 2015). Therefore, teachers must provide opportunities for students to find and apply their own ideas.

Vygotsky's Sociocultural Theory

One of draft base approach learning constructivist is interaction social individual with environment. Environment the can covers Friend peers, parents, siblings, adults, and friends in the environment classes at school, teachers, and important people for individual in business For develop ability cognitive (Panderot, 2014).

According to Vygotsky, the learning process involves two things important: First, learning is a fundamental biological process. Second, psychological and social processes. is a more process high and related with environment social and cultural (Wahyuni, 2015). Therefore that, the emergence behavior somebody cause interaction between two elements. As time goes by time, someone get stimulation from his environment, which is used by his senses in form tool For catch or understand stimulation said, then use his nerves in brain For processing information received. Involvement senses For absorb stimulation and nerves in brain in manage information received is a physical-mental process as element fundamental in learning (Wahyuni, 2015).

For know that results from the process of elements base This will more develop when individual interact with environment social and cultural. Therefore That, Vygotsky emphasized importance role interaction social in development individual in learning.

Vygotsky stated that learning in children happen through interaction social with more teachers experienced, where the teacher becomes a model of behavior or give Instructions oral to children. This is known as a cooperative dialogue model or collaborative. Children seen understand behavior or Instructions from the teacher, absorb and use information the For to form behavior they Alone.

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

According to Vygotsky, the importance of interaction social in development cognitive leading to the concept development cognitive . Development cognitive man close the relation with development language . Because language is strength in human mental growth , Vygotsky divides development cognitive become four stage based on language development (Wahyuni, 2015) .

a. **Pre-Intellectual Stage (Preintellectual Speech)**

This is the first stage in human cognitive development after birth, characterized by basic biological processes (such as crying, whining, body movements such as kicking, moving hands), which gradually develop into more perfect forms such as speaking and acting. Humans are born with the ability to use language in interacting with their environment so that further language development affects them.

b. **Naive Psychology**

This is the second stage in a child's language development where they "explore" or dig into concrete objects in their world. At this stage, children begin to name or label these objects and can use a few words in everyday conversation. Children can achieve verbal understanding and use it to communicate with their environment, which will then influence the way they think and strengthen their relationships with others.

c. **Egocentric Speech**

This stage occurs when a child is around three years old. At this stage, children often talk without paying attention to whether or not anyone else is listening to them.

d. **Inner Speech**

At this stage, it plays an important role in directing behavior. For example, a five-year-old child wants to get a book from the cupboard. When the child reaches for the book, his hand cannot reach the book. He then says to himself, "I need a chair to get the book." The child then grabs the chair and climbs onto it to get the book, saying to himself, "Okay, just a little more and I can get the book. I have to reach up to get the book." From this example, we can see how self-directed instructions can provide direction for behavior. The same is true for children and adults who often using words in inner or internal conversation for direct behavior and completion difficult tasks .

Apart from the role social , culture also influences development cognitive . The language used by the group ethnicity in culture give runway referential for individual For understanding the core of the environment they , as well as indicates principle base thoughts and behavior in accordance with culture they .

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

In general experimental , culture in a way factual give meaning special for development cognitive . Matsuzawa and Juang believe that connection between culture and perception is the undeniable reality inseparable , because culture attached to the essence knowledge That Alone .

Hofstede considers culture as equivalent mental programming with computer programs . The difference in this program give instruction about difference in function , although computer That Alone still same . Likewise , the differences culture is an existing "program" in every individual in its culture themselves , which leads to different behaviors (Panderot, 2014) .

For a long time, the view This about culture has embedded strong in studies knowledge social and psychological . As example , culture considered as standards , values , beliefs , and rules system language , and so on matter That delivered from One generation to generation next through social processes culture and formation . In context this , standards , values , and beliefs is product knowledge . Therefore that , it is clear that culture is knowledge .

In context learning , Vygotsky refers to four principle :

a. **Social Learning**

Vygotsky emphasized the importance of the role of cultural environment and social interaction in the development of human characteristics and types. Students must learn through interaction with adults and more capable peers. Social interaction stimulates the formation of new ideas and enriches students' intellectual development. For Vygotsky, knowledge gained from social interaction functions for each individual in a cultural context. The formation of meaning in the dialogue between individuals in this study requires not only access to material experience but also interaction with the experiences of others. This lead to the principle learning collaborative (cooperative learning).

Children learn, he said, through interactions with adults and more capable peers. Vygotsky showed that people who are successful problem solvers often reveal themselves through difficult problems. In a cooperative context, children can listen to conversations aloud and can work to enable people to find ways to solve problems within them.

b. **Zone of Proximal Development**

The second key concept is the idea that children acquire the most concepts in their zone of proximal development. Students work in the zone of proximal development when they are engaged in tasks that they cannot do alone, but that they can do with help from a peer or adult. When children work together, each child is more likely to have a peer

emerge . in a number of task with level understanding A little more high , especially in development zones proximal they .

Thus, the zone of proximal development (ZPD) is the distance between the actual level of development as measured by solving problems independently and the level of potential development as measured by solving problems with assistance from adults or in collaboration with more capable peers . in problem the (Schunk, 2012) .

c. **Cognitive Learning (Cognitive Apprenticeship)**

Another concept derived from Vygotsky's theory of social learning and the developmental zone is cognitive learning. This term refers to the process by which learners gradually acquire skills through interactions with experts, adults, or more advanced peers (Slavin, 2009) .

Student education is one of the form from education industry . According to experts from theory constructivist , teachers change learning models become activity everyday in class . This involves student in tasks complex and helpful as well as involving student in group heterogeneous and collaborative learning . In the context of collaborative this , students more efficient in group them and can become expert for friends they are inside group they .

d. **Facilitated Learning (Mediated Learning)**

And finally, Vygotsky's focus on scaffolding or learning through assistance (Slavin, 2009) . The Indonesian translation of the text is:

Give to student complex and difficult problems , which are realistic , then give sufficient assistance For finish problem they . Scaffolding is give support to children at the stage beginning learning , then reduce help and provide chance to children For take not quite enough more answers big after they capable finish problem in a way independent . Help can in the form of instructions , warnings , and descriptions problem in other possible forms student For finish problem in a way independent .

"Scaffolding" is the learner's effort to guide students in their efforts to achieve success. Encouragement from the teacher is essential to bring students to a higher optimal level.

Vygotsky Biography

Lev Semionovich Vygotsky was born in Russia, in the city of Orsha, on November 17, 1896, and he was Jewish. Initially, he became a literature teacher at school, but the school also asked him to teach psychology. In fact, he had never received any formal education in psychology before. However, his interest in pursuing

psychology led him to enter the Moscow Psychological Institute in 1925. The dissertation he submitted was entitled "Psychology of Art".

¹⁸ Lev Vygotsky was a Russian psychologist who lived during the Russian Revolution. Vygotsky's ideas in psychology often faced resistance from the Russian government at the time. The development of his thinking continued after his death in 1934, due to tuberculosis. Vygotsky is also often associated with Swiss psychologist Jean Piaget. They were born at the same time, and both believed that children's activities construct their own knowledge. Vygotsky died at a relatively young age, when he was thirty-seven years old.

Arabic Language Learning Objectives Based on Vygotsky's Sociocultural Theory

Learning activities carried out in schools are formal and planned, with guidance from teachers and assistance from other teachers. These activities aim to achieve and master learning objectives, and teachers prepare learning materials and methods appropriately. Learning objectives have important value. It can be said that objectives are an important factor in learning activities and processes (Hamalik, 2013).

Student-centered learning objectives can provide direction for developing learning evaluation tools, selecting learning materials and activities, and improving teaching methods. Learning objectives are divided into three parts (Segala, 2013) :

a. Cognitive Objectives

The cognitive approach to learning focuses on the process of mastering concepts, the nature of concepts, and how these concepts are represented in cognitive structures. According to Benjamin Bloom, there are six levels in the cognitive domain that apply to goals in this area, namely: 1) Knowledge or memory, 2) Understanding, 3) Application and implementation, 4) Analysis, 5) Synthesis, 6) Evaluation.

b. Effective Goals

Affective goals are goals related to students' feelings, values, attitudes and interests. According to Krathwohl, Bloom, and Masia, in the affective domain there are five components: 1) Reception, 2) Responding, 3) Decision or judgment, 4) Organization, 5) Description.

c. Motor Objectives

Motor objectives are objectives related to students' motor skills or movements. According to Elizabeth Simpson, motor objectives are divided into seven categories: 1) Imagination, 2) Readiness, 3) Directed response, 4)

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

Mechanism, 5) Complex response patterns, 6) Movement modification or adaptation, 7) Origin.

In general, purpose learning Arabic is for student control four skills language, namely listening, speaking, reading, and writing. To control Arabic, this involves various methods, including exercise speaking and writing in Arabic, among other matters.

Based on Vygotsky's theory, goals learning is interaction between internal thoughts and influences external. Therefore that, the goal learning according to theory Vygotsky's sociocultural includes a number of matters as following:

- a. Students can develop in a way gradually.
- b. Children can finish task in a way independent or with help from more people ripe.
- c. Tasks that are in the development zone near can increase potential growth cognitive maximum.

This theory suggests that interactions between individuals and their environment, including social interactions and cultural experiences, play an important role in the development of individual cognition and abilities.

The objectives of learning Arabic at elementary level are as follows:

1. Increase ability communicate in Arabic, good oral and writing, which includes four skills that is listening, speaking, reading, and writing.
2. Develop awareness about importance Arabic as one of the Language foreign to be tool main in education, in particular in teach sources Islamic teachings.
3. Develop understanding about relatedness between language and culture, as well as expand coverage culture. With Thus, it is hoped that students will own outlook about various culture and involvement in various diverse cultures.
4. The students will to obtain ability For think in finish problems faced.
5. Develop students' ability to become thinker independent.

Arabic Language Learning Materials Based on Vygotsky's Sociocultural Theory

Language is an effective tool for building social interaction. Without language, communication cannot be done properly and social interaction will never happen. Through language, every individual can express themselves and convey their thoughts to others (Djamarah, 2011). One of the factors that can support the success of student learning is the presentation of learning materials, which must be prepared by the teacher and he must be able to convey it well to students (Segala, 2013).

Teachers must be able to deliver the material in a balanced way. They must master the material being taught and have skills in using teaching aids. The material is taught after formulating learning objectives. There are several things to consider in determining the topic:

- 1) Topics must be able to support the achievement of learning objectives.
- 2) Topics should be appropriate to the educational level and general development of students.
- 3) Topic organization must be done systematically and continuously.
- 4) Topics should cover both real and imaginary things (Segala, 2013) .

According to Vygotsky, the material taught must also be involving student in activity daily or activity social and cultural . This material covers Topics like introduction and equipment school , job , address , family , environment around home , in the park , at school , in the laboratory , in the library and canteen , as well time , activities daily , work at home , and time free time .

Arabic Language Learning Process Based on Vygotsky's Sociocultural Theory

In the process of learning Arabic, teachers must understand students' language knowledge and skills (Ormrod, 2008) . Therefore, teachers are expected to create learning methods, strategies, and use their means carefully to achieve learning goals.

To achieve maximum learning outcomes, ¹⁷ there are two types of factors, namely internal factors and external factors. Internal factors include psychological, social, and physiological factors that exist in students and teachers. While external factors include all factors that affect the teaching process in the classroom, including factors from teachers and students (Nurhayati, 2014) .

In the learning process, teachers must be skilled in using a wise approach, not carelessly which can harm students. The teacher's view of students will affect their situation and actions. Every teacher does not always have the same view in assessing students. This will affect the approach taken by the teacher in teaching in class (Zain, 2010) .

When the topic to be covered is broad as in a teaching unit, a variety of methods need to be used, and usually include some of the following elements (Segala, 2013) :

- 1) Description of what can be learned,
- 2) Discussion and exchange of ideas,
- 3) Activities that use various tools, laboratories, and others,
- 4) Learning activities in the surrounding environment,

Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

- 5) Activities using a variety of educational resources,
- 6) Creative activities such as drama, art, music, and others.

In learning, it is necessary to use learning media to support learning activities. Teachers must have the ability to use learning media. Knowledge of learning media is very useful in designing teaching programs (Everything, 2013) .

Carrying out teaching carefully facilitates students' experiences and understanding, and motivates them more strongly than just using abstract words. In the learning process according to Vygotsky, there are two basic concepts in social and cultural learning, namely:

- 1) Zone of Proximal Development (ZPD)
- 2) Scaffolding

In the learning process , teachers must pay attention to the child's Zone of Proximal Development (ZPD) . Teaching must started towards the upper limit of the ZPD, so that child can reach level more skills and knowledge tall with help and support (Santrock, 2009) . Teachers can give adequate assistance , or supervise effort students and provide support .

Evaluation Arabic Language Learning Based on Vygotsky's Sociocultural Theory

Evaluation is an assessment of the level of student success in achieving the goals set in the program (Syah, 2010) . In the learning process, evaluation occupies an important position and is an integral part of the process and stages of learning activities. Through evaluation, teachers can measure the level of success of the learning process (Abdurrahman, 2010) .

According to constructivist theory in learning, evaluation focuses more on making meaning through active involvement in integrated skills, using problems in real contexts. This evaluation is used to explore the emergence of higher-order thinking, promoting integrated solutions, not just single correct answers. Evaluation is an integral part of education by presenting tasks that require meaningful learning activities and the application of what is learned in real contexts. Focus on the process of evaluating skills in groups.

Students in Arabic Language Learning Based on Vygotsky's Sociocultural Theory

Every student has different abilities. There are students who find it easy to learn and there are students who find it difficult to learn. To deal with students who find it easy to learn, teachers can make it easier to interact with them. However, for students who find it difficult to learn, of course they need a special approach.

3
Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic
Language for Elementary School

Based on the psychological aspects of development and individual growth patterns, this development pattern has a general scope based on the general results of human development patterns in general. This growth pattern is very useful for school curriculum efforts for normal children. Individual development patterns vary from one child to another. This individual development pattern is very useful for educational programs in efforts to adjust to the child's growth rate. (Abdurrahman, 2010) .

Based on Vygotsky's social and cultural theory, of course, there is different treatment for students with different abilities.

Cognitive and language development of students with special educational needs (Ormrod, 2018) .

Ranking Student	Characteristics Students Who Need Please note	Teaching Suggestions
Students who experience difficulty in perception or difficulty academic special	<ul style="list-style-type: none"> • There may be problems in dealing with abstract concepts. • Barriers to understanding/mastering spoken language • Difficulty in understanding spoken language • Difficulty in communicating verbally 	<ul style="list-style-type: none"> • Using concrete objects and experiences to help students understand abstract concepts. • Encourage students to talk to themselves when facing difficult situations. • Efforts to get help from a speech specialist when students have difficulty hearing or speak in an unusual way
Students who experience problem social or behavior	<ul style="list-style-type: none"> • Balanced performance in cognitive tasks • Language development barriers • Difficulty in understanding visual language and satire 	Things that hinder the provision of intensive education and training for a range of cognitive and language skills.
Students who experience limitations cognitive and barriers social	<ul style="list-style-type: none"> • Demonstrating the abilities of people who are under age • Language development barriers 	<ul style="list-style-type: none"> • Providing new information through direct and concrete experiences to students • Providing concrete and specific teaching
Students who have obstacle physical and sensory	<ul style="list-style-type: none"> • Possible deficits in comprehension or language or both simultaneously • Limitations that may 	<ul style="list-style-type: none"> • Identify specific areas of cognitive and language deficits, and tailor teaching and assessment practices to

3 Reconstruction Vygotsky's Sociocultural Theory of Thought in Learning Arabic Language for Elementary School

	<p>affect the development of children with sensory loss</p> <ul style="list-style-type: none"> • Difficulty in expressing words clearly 	<p>the identified areas of deficit.</p> <ul style="list-style-type: none"> • Providing intensive education in cognitive skills for non-proficient language students.
--	--	---

CONCLUSION

Arabic is a language subjects that are considered very important . Therefore that , in learning Arabic , theory sociocultural emphasize For planning , implementing and evaluating objective learning to connect with expected goals . In learning language , interaction with environment is very necessary , because base from learning Language is ability student For communicate with the environment in a way effective . Through interaction with environment , knowledge student develop along time . However Thus , students can Study Language with Good . As Vygotsky mentioned , the development of knowledge student will develop moment they interact with friends and environment they .

BIBLIOGRAPHY

- Abdurrahman, Mulyono. (2010). *Education for Children with Learning Difficulties* . Jakarta: Rineka Cipta.
- Baharuddin and Esa Nur Yhyuni, Learning Theory &. Teaching. (2015). *Learning Theory & Teaching* . Yogyakarta: Ar-Ruzz Media.
- Djamarah, Syaiful Bahri. (2011). *Psychology of Learning* . Jakarta: Rineka Cipta.
- Hamalik, Oemar. (2013). *Teaching and Learning Process* . Jakarta: Bumi Aksara.
- Nurhayati, Abdul Hadis and. (2014). *Educational Quality Management* . Bandung: Alfabeta.
- Ormrod, Jeanne Ellis. (2018) *Educational Psychology Developing Learnes, trans. Wahyu Idianti Et al, Educational Psychology Helping Students Grow and Develop* . Jakarta: Erlangga.
- Pandot, I. Nyoman Surna and Olga D. (2014). *Educational Psychology 1* . Jakarta: Erlangga.
- Santrock, John V. (2009). *Educational Psychology, trans. Psychology of Education, Diana Angelica* . Jakarta: Salemba Humanika.
- Schunk, Dale H. (2012). *Learning Theories: An Educational Perspective, trans. Eva Hamidah and Rahmat Fajar, Learning Theories: An Educational Perspective* . Yogyakarta: Pustaka Publisher.
- Segala, Syaiful. (2013). *Concept and Meaning of Learning* . Bandung: Alfabeta.
- Slavin, Robert E. (2009). *Educational Psychology: Theory and Practice, trans. Marianto Samosir, Educational Psychology Theory and Practice* . Jakarta:

Reconstruction ³ Vygotsky's Sociocultural Theory of Thought ⁱⁿ Learning Arabic
Language for Elementary School

Kembangan.

Syah, Muhibbin. (2010). *Educational Psychology with a New Approach* . Bandung: Remaja Rosdakarya.

Wahyuni, Baharuddin and Esa Nur. (2015). *Learning & Teaching Theory* . Yogyakarta: Ar-Ruzz Media.

Woolfolk, Anita. (2008). *Educational Psychology, trans.* Yogyakarta: Pustaka Pelajar.

Zain, Syaiful Bahri Djamarah and ²⁹ Aswan. (2010). *Teaching and Learning Strategies* . Jakarta: Rineka Cipta.

RECONSTRUCTION OF VYGOTSKY'S SOCIOCULTURAL THEORY OF THINKING IN LEARNING ARABIC LANGUAGE AT ELEMENTARY SCHOOL LEVEL

ORIGINALITY REPORT

15%

SIMILARITY INDEX

12%

INTERNET SOURCES

7%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1	wps.ablongman.com Internet Source	2%
2	journal2.um.ac.id Internet Source	2%
3	Wakako Kobayashi. "Ideas of Mediation in Post-Vygotskian Works", <i>The Journal of Engaged Pedagogy</i> , 2022 Publication	2%
4	Setyo Wira Rizki. "CALCULATION PENSION PLAN USING BENEFIT PRORATE METHOD (A Case Study of State Lecturers and Employees at Muhammadiyah Cirebon University)", <i>INA-Rxiv</i> , 2017 Publication	2%
5	randwickresearch.com Internet Source	1%
6	www.asepzaenuri.com Internet Source	1%

7	lifelonglearning.conference.upi.edu Internet Source	1 %
8	etheses.dur.ac.uk Internet Source	<1 %
9	ainamulyana.blogspot.com Internet Source	<1 %
10	Roy Evans, Olivia N. Saracho. "The Influence of Theorists and Pioneers on Early Childhood Education", Routledge, 2022 Publication	<1 %
11	Submitted to Universitas Negeri Manado Student Paper	<1 %
12	digilib.unimed.ac.id Internet Source	<1 %
13	pasca.um.ac.id Internet Source	<1 %
14	birj.ueab.ac.ke Internet Source	<1 %
15	journal.unj.ac.id Internet Source	<1 %
16	www.coursehero.com Internet Source	<1 %
17	www.prosalesrow.com Internet Source	<1 %

18	Submitted to Cochise College Student Paper	<1 %
19	ejournal.stismu.ac.id Internet Source	<1 %
20	putri tariza santiula, adinda restu tribhuana, anastasia amanda putri setiawan, adinda salwa, Moses Glorino Rumambo Pandin. "Challenges, Roles, and Axiology of Indonesian Digital Literacy During the Pandemic", Open Science Framework, 2021 Publication	<1 %
21	repositori.uma.ac.id Internet Source	<1 %
22	www.researchgate.net Internet Source	<1 %
23	educa.fcc.org.br Internet Source	<1 %
24	zietbbsr.wordpress.com Internet Source	<1 %
25	Submitted to University of the Free State Student Paper	<1 %
26	irep.iium.edu.my Internet Source	<1 %
27	journal.ikipsiliwangi.ac.id Internet Source	<1 %

28

Ismail Suardi Wekke, Ernawati Ernawati, Ujang Hudaya. "ASPECTS OF ARABIC TEACHING AND LEARNING IN ELEMENTARY MADRASAH ON MINORITY MUSLIM INDONESIA", Open Science Framework, 2017

Publication

<1 %

29

Z C Cotrunnada, M Na'im, Sumardi. "Comparison of creative and creative capabilities history learning results using the method problem solving and problem based learning", IOP Conference Series: Earth and Environmental Science, 2019

Publication

<1 %

30

openpsychologyjournal.com

Internet Source

<1 %

31

Groark, Christina J.; McCarthy, Stephanie K.; Kirk, Afton R. . "Early Childhood Development: From Theory to Practice, Second Edition", UAGC, 2023

Publication

<1 %

32

Sternberg, Karin. "Children Today An Applied Approach to Child Development through Adolescence", Children Today An Applied Approach to Child Development through Adolescence, 2023

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off