
IMPLEMENTATION OF SCAFFOLDING BASED ON AUDIOVISUAL MEDIA THROUGH TELEVISION FOR DEVELOPING STUDENTS' ARABIC LISTENING SKILLS

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Abstract

The purpose of this study is to examine how scaffolding supported by audiovisual materials delivered through television contributes to the development of Arabic listening skills (*mahārah al-istimā'*) among students at the intermediate level. The research is based on the premise that learners still experience difficulty processing spoken texts due to minimal exposure to proficiency-appropriate audio input and the absence of systematic instructional guidance during listening tasks. Using a qualitative descriptive approach, the study engaged Arabic teachers and students at a Ma'had At-Tibyan in Deli Serdang, North Sumatra, selected through purposive sampling. Data were gathered through classroom observations, interviews, and document analysis, then analyzed using the Miles and Huberman model, which includes data reduction, display, and the formulation of conclusions, and were strengthened by triangulation. The results show that scaffolding applied through modeling, prompting, guided practice, and gradual release significantly improved learners' ability to identify sounds, understand core meanings, and connect information with relevant contexts. Television-based audiovisual media functioned effectively as a supportive tool because it is accessible, suited to students' learning conditions, and does not rely on advanced technology. Students demonstrated clearer comprehension of global and specific information, as well as greater participation and confidence. The study highlights that combining scaffolding with structured audiovisual support via television offers a practical and adaptable alternative for schools with limited resources and enriches empirical insights into Arabic listening pedagogy.

Keywords

Audiovisual; Mahārah Al-Istimā'; Scaffolding; Television.



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INTRODUCTION

Listening proficiency constitutes one of the most critical domains in the acquisition of both second and foreign languages. This process requires learners to recognize linguistic sounds, interpret messages simultaneously, and relate information to context to achieve a comprehensive understanding. Various studies have demonstrated that listening success is influenced not only by linguistic competence, such as phonological awareness, vocabulary mastery, and structural comprehension, but also by cognitive factors that support auditory processing (Asadi, 2020). This perspective aligns with sociocultural theory, which views language comprehension as a mediated mental activity, thereby necessitating structured support to bridge gaps in learning ability.

Scaffolding is a form of such support, temporary assistance provided gradually and adjusted in accordance with the student's developmental progress. From a sociocultural perspective, scaffolding enables learners to navigate the Zone of Proximal Development (ZPD) by adjusting task demands to their readiness, thereby fostering deeper engagement with linguistic input (Vygotsky, 2012) (Abdulaal et al., 2024). Prior research has indicated that scaffolding is most effective when support is delivered in alignment with a graduated comprehension trajectory. In the context of Arabic language instruction, this strategy has been more extensively applied to reading skills and grammatical competence (Muzdalifah et al., 2021), whilst its application to listening skills remains limited. Accordingly, the theoretical framework of this study underscores the importance of providing graduated support that enables students to process audio material in a structured manner commensurate with their cognitive capacities.

Empirical studies on Arabic listening instruction reveal numerous challenges, particularly students' limited capacity to process oral texts. Many students encounter difficulties in comprehending Arabic sounds due to insufficient exposure to input appropriate to their proficiency level and a lack of guided listening practice (Akla & Arifin, 2024). At primary and intermediate school levels, listening strategies employed by teachers tend to emphasize passive listening activities, thereby failing to provide adequate space for reasoning or graduated comprehension (Al-Badawi et al., 2020; Hamad, 2024). A similar pattern has been observed among non-native learners, where task-based or technology-enhanced models have been shown to improve learning outcomes, yet often require resources that are not uniformly available across institutions with limited facilities (Aldhafiri, 2020; Hassan & Shehata, 2025).

Listening comprehension serves as a fundamental gateway for students to acquire Arabic. Understanding spoken discourse not only helps learners grasp incoming messages but also supports the development of speaking, reading, and writing competencies. However, in practice, this skill often becomes one of the most challenging aspects for learners of Arabic. This condition is clearly observed at Ma'had At-Tibyan, Deli Serdang, North Sumatra, where many students still struggle to process spoken information effectively.

Classroom observations reveal that their comprehension of spoken Arabic texts remains below expectations. When exposed to a one- to two-minute audio passage, more than two-thirds of the students fail to identify the main idea, and nearly three-quarters request multiple repetitions of the recording. Only a small number can respond accurately to direct questions, while the majority appear hesitant or passive. Further analysis shows that these difficulties arise from both internal and external factors. Internally, limited vocabulary and lack of exposure to authentic Arabic speech contribute to heightened anxiety during listening activities.

These challenges have significant implications for the learning process. Students become less motivated, easily bored, and lose confidence when asked to respond orally. For teachers, the situation slows instructional progress because explanations must be repeated multiple times, making it difficult to meet curriculum targets. In response, Ma'had At-Tibyan, Deli Serdang, North Sumatra, has initiated internal improvement efforts. Institutional documents indicate a growing emphasis on technology-enhanced learning and opportunities for teachers to attend relevant professional training. The school also encourages innovative use of audiovisual media, although detailed technical guidelines are not yet available.

These conditions serve as the starting point for the present study. Numerous previous studies have shown that audiovisual media can facilitate listening comprehension by providing visual cues, gestures, and contextual elements that clarify meaning. Visual input helps learners infer messages even with limited vocabulary, while also maintaining attention and reducing listening anxiety. Compared to pure audio materials, audiovisual resources offer stronger engagement. However, most existing studies focus on internet-based resources such as online videos or digital applications. The use of television as an accessible, low-cost, and practical medium remains underexplored in Arabic language instruction.

Building on this gap, the present research introduces a scaffolding-based instructional approach integrated with television-supported audiovisual materials. The scaffolding stages are

designed to provide gradual assistance, beginning with vocabulary and contextual preparation, followed by visual cueing during viewing, and reinforced meaning consolidation afterward. This approach aligns well with the needs of students at Ma'had At-Tibyan in Deli Serdang, North Sumatra, who require structured support in processing spoken texts. Meanwhile, television offers clear, engaging Arabic content that can be utilized without advanced technological infrastructure. Thus, combining scaffolding with television-based audiovisual media presents a relevant and feasible solution that suits both learner needs and institutional policies. This study is expected to contribute meaningfully to improving students' listening abilities through a method that is contextual, measurable, and pedagogically appropriate.

Moreover, the quality of audio learning materials significantly determines the effectiveness of the listening process. In several schools, the availability of audio materials appropriate to students' proficiency remains limited; indeed, materials used are occasionally overly complex or irrelevant to students' needs (Fauzah et al., 2025; Mohammed, 2022). Although digital media such as interactive whiteboards, technology-based games, and artificial intelligence-assisted platforms have been developed, their utilization remains contingent upon infrastructural readiness and teachers' capacity to manage them (Allaithy & Zaki, 2025; Husna et al., 2024; Nestia et al., 2025). This situation underscores the pressing need for an alternative instructional model that is empirically grounded, easily implementable, and capable of addressing the technological limitations still confronting numerous educational institutions, including the Madrasah.

A review of the literature reveals a significant gap in the application of scaffolding theory to the teaching of Arabic listening skills. Research on scaffolding has indeed expanded considerably in the domains of reading, vocabulary, and grammatical mastery (Abdulaal et al., 2024; Muzdalifah et al., 2021), yet its application to listening instruction remains severely limited. Studies on listening pedagogy have more frequently focused on learning strategies, technology utilization, or task-based models, without giving particular attention to the systematic construction of instruction informed by scaffolding principles (Aldukhayel, 2023; Mizan et al., 2024).

Concurrently, research on audio media for listening instruction has predominantly used digital platforms and sophisticated technological devices, such as interactive applications and online multimedia (Aldhafiri, 2020; Husna et al., 2024). Although demonstrably effective, such approaches are difficult to implement consistently due to disparities in school technology infrastructure. Furthermore, available listening instruments have frequently been designed for specialized

purposes, for instance, the education of deaf children, and are therefore not directly applicable in regular Arabic language classrooms (Afsah et al., 2022). Therefore, the research aims to examine the implementation of a scaffolding approach, supported by television-delivered audiovisual media, to develop students' Arabic listening skills at Ma'had At-Tibyan, Deli Serdang, North Sumatra.

METHOD

The research methodology employed in this study was designed using a qualitative approach within a phenomenological paradigm to provide an in-depth examination of students' learning experiences and the pedagogical practices of pre-service teachers when implementing the scaffolding model, assisted by audiovisual media via television, in Arabic listening skills instruction. This approach enables the researcher to capture subjective meanings, experiential changes, and interactional dynamics that occur naturally in the classroom during instruction (Nasir et al., 2023). The research focused on the patterns of graduated support provided by pre-service teachers, students' responses and development in comprehending Arabic audio input, and the perceptions of all parties involved regarding the effectiveness of the model's implementation. The research subjects comprised pre-service teachers who implemented the scaffolding model at Ma'had At-Tibyan, Deli Serdang, North Sumatra, intermediate-level students who participated in the instruction, and supervising teachers who served as mentors overseeing the activities. Informant selection was conducted using purposive sampling based on their direct involvement in the learning process and their relevance to data requirements. Consequently, the data obtained reflect the authentic experiences of individuals who genuinely experienced the phenomenon under investigation.

Data collection was conducted through participatory observation, in-depth interviews, and documentary analysis (Kuswarno, 2007). Participatory observation was employed to document classroom situations and interactions between pre-service teachers and students, including how scaffolding was provided through modeling, prompts, guiding questions, and the gradual withdrawal of support as students began to demonstrate independence in comprehending audiovisual media presented on television. The observation was conducted from 15 January to 10 February 2026. In-depth interviews were conducted with pre-service teachers, selected students, and supervising teachers to explore their perceptions of the model's effectiveness, the challenges encountered, and changes in students' abilities. Meanwhile, documentation was obtained from lesson plans or scenarios, recordings of the instructional process, pre-service teacher reflections, and

supervising teacher evaluation notes, which strengthened and validated the data from the two preceding techniques. Data analysis was conducted using the Miles and Huberman model, which encompasses data reduction, data display, and conclusion drawing (Hadi, 2021). During the data reduction stage, all observation, interview, and documentary results were coded and categorized into themes such as scaffolding forms, patterns of student difficulty, development of listening ability, and modifications to the strategies employed by pre-service teachers. The data display stage involved constructing narrative descriptions and thematic matrices to map relationships among categories and identify significant patterns. Subsequently, conclusions were drawn through continuous verification involving source and method triangulation, cross-checking findings against raw data, and confirming meanings with key informants. Data trustworthiness was strengthened through triangulation techniques, member checking, and peer debriefing with supervisors or other researchers competent in Arabic language instruction. Through these systematic and comprehensive methodological procedures, the study yielded a profound empirical understanding of the effectiveness of implementing the scaffolding model, assisted by audiovisual media via television, in developing intermediate-level students' Arabic listening skills, as well as its contribution to enhancing pre-service teachers' pedagogical competence.

FINDINGS AND DISCUSSION

Findings

The following presentation summarizes the research findings across three key stages: planning, implementation, and resulting learning outcomes. This overview is structured to illustrate the coherence between pedagogical planning, the application of audiovisual-based scaffolding strategies, and their impact on students' Arabic listening development. Each stage is presented systematically to provide a comprehensive picture of the instructional process's effectiveness.

Table 1. Implementation of Audiovisual-Based Scaffolding via Television
for Enhancing Arabic Listening Skills

No	Planning Stage	Implementation Stage	Outcomes
1	The lesson plans were designed using the Scaffolding model as the primary instructional framework.	The Scaffolding model was applied consistently, following the stages outlined in the lesson plans.	Students' comprehension progressed from identifying general information to recognizing more detailed content.
2	Scaffolding phases were clearly mapped within the core learning activities.	The scaffolding sequence was carried out in full: modeling, bridging, questioning and	The combination of scaffolding and audiovisual media fostered a supportive learning environment

		prompting, guided practice, independent practice, and fading.	for students with diverse abilities.
3	Audiovisual materials were selected to enhance meaning in context.	Visual cues and repeated video segments were utilized to clarify meaning and reinforce contextual understanding.	Visual elements in the media facilitated vocabulary recognition and understanding of the video content.

The instructional planning stage revealed that the teacher systematically prepared learning instruments, using the Scaffolding model as the core approach to developing Arabic listening skills. Based on the analysis of lesson plan (RPP) documents, the teacher designed instruction for Grade VIII on the theme of al-Nās wa al-Amākin (الناس والأماكن) by aligning core competencies, indicators, and learning objectives that emphasize the ability to comprehend vocabulary, sentence structures, and the social functions of simple texts. The lesson plan combined several approaches, communicative, integrative, and humanistic, yet the scaffolding model served as the principal framework guiding the entire instructional process. At the planning stage, the teacher determined scaffolding stages comprising modeling, bridging, questioning and prompting, guided practice, independent practice, and fading, all of which were proportionally mapped within the core activities. The selection of audiovisual media via television was deliberately undertaken to support contextual needs in mahārah al-istimā, premised on the view that audiovisual media can clarify the meanings of vocabulary and language structures through visual support, thereby strengthening students' ability to capture information both globally and in detail.

In support of the scaffolding model's implementation, the teacher also prepared Student Worksheets that progress from vocabulary identification and audio comprehension to the composition of simple summaries. These worksheets were explicitly aligned with the scaffolding stages: at the modeling stage, the teacher played audio and demonstrated methods of capturing information; at the guided practice stage, students completed exercises from the textbook *'Arabiyyah Bayna Yadayk*, and at the independent practice stage, students completed the worksheets independently after re-watching segments of the audio-video. Additionally, the teacher selected supporting methods such as the direct method, active learning, and the discovery learning approach to reinforce the student-centered character compatible with scaffolding. The audiovisual media, delivered via television, were selected and edited to match the duration of listening activities, ensuring that the time allocation in the lesson plan met the requirements of the graduated process:

activation of prior knowledge, video playback with prompting, guided practice, and independent evaluation.

The planning also took into account students' baseline proficiency levels, based on teacher notes and prior learning experiences, so that scaffolding was designed to vary according to individual needs. The teacher prepared key vocabulary, supporting images, and trigger questions to activate students' knowledge schemata before watching the video. From the analysis of instructional documentation, it is evident that the teacher meticulously situated all scaffolding stages in accordance with the principles of the Zone of Proximal Development (ZPD), assisting when students were unable to comprehend audio messages independently, then gradually reducing it as their ability improved. Thus, the instructional planning stage reflects a comprehensive integration of curricular competencies, audiovisual media through television, listening skill requirements, and a structured scaffolding strategy, thereby constituting a robust foundation for classroom implementation.

The implementation of instruction, based on classroom observation, demonstrated that the teacher applied the Scaffolding model consistently in accordance with the stages outlined in the lesson plan. Instructional activities commenced with the modeling phase, in which the teacher played an audiovisual on the theme of al-Nās wa al-Amākin (الناس والأماكن) via television and demonstrated how to capture essential information by emphasizing intonation, repeating key phrases, and exemplifying the process of deriving meaning from visual context. This stage proceeded effectively, as students appeared focused and began identifying relevant basic vocabulary. Subsequently, during the bridging stage, the teacher activated students' prior knowledge by posing trigger questions about professions, places, and daily activities featured in the video. Observation indicated that the majority of students were able to connect previously learned concepts with the audiovisual material, thereby helping to establish a cognitive framework before the *istimā* activity.

Upon entering the questioning and prompting stage, the teacher played the video in segments, providing cues and guiding questions that directed students' attention to specific elements, such as characters, locations, and the sequence of events. The teacher also paused at certain points to clarify sentence structure and reinforce vocabulary comprehension, in accordance with the demands of the indicators on social functions and linguistic elements. At the guided practice stage, students completed listening exercises from the textbook '*Arabiyyah Baina Yadaik* and filled in

vocabulary identification tables, with the teacher still providing support through clarification of meanings and examples of sentence construction. Observation recorded that, at this stage, interaction was active, as students began attempting to answer questions independently whilst still being assisted by the teacher's stimulus.

Entering the independent practice stage, the teacher reduced the intensity of assistance and allowed students to re-listen to video segments without pauses, after which they completed the prepared worksheets. This activity enabled students to practice independently capturing information, particularly regarding the composition of video content summaries and the classification of professions or places appearing in the broadcast. At the final stage, namely fading, the teacher gradually withdrew support, enabling students to complete the *istimā* task without additional guidance. Observation revealed that the majority of students demonstrated improved ability to comprehend audio content, as evidenced by reduced requests for audio repetition and increased accuracy on the worksheets. Accordingly, the overall implementation of instruction reflects effective scaffolding whilst simultaneously demonstrating that audiovisual media, via television, can strengthen the listening comprehension process through contextual combinations of visual and audio elements.

Results from extended observation, brief interviews, and worksheet analysis indicate that students responded positively to the implementation of the Scaffolding model, assisted by audiovisual media via television, in *istimā* activities. At the initial stage of instruction, some students still appeared to rely on teacher guidance to comprehend video content; however, as the scaffolding stages progressed, they demonstrated greater independence in deriving meaning from the audiovisual context. Students reported that the visual elements in the broadcast facilitated their recognition of previously difficult vocabulary, particularly terms related to professions and places within the theme of *al-Nās wa al-Amākin* (الناس والأماكن). Furthermore, they expressed greater confidence because the teacher provided support in a graduated manner, rendering the learning process less burdensome.

Documentation of worksheet outcomes revealed clear development from the initial to the final session. In the first session, most students could identify only the gist (general information), such as the main characters and locations. However, in subsequent sessions, they began recording detailed information, such as character activities, event sequences, and new vocabulary encountered in the broadcast. This development was corroborated by interview results indicating that guided

and independent practice activities helped them learn to associate sounds with images, leading to a more comprehensive understanding. Additionally, improvement was observed in students' ability to compose video content summaries in simple Arabic, indicating attainment of indicators related to expressing information both orally and in writing.

In general, the instruction demonstrated that graduated support withdrawn at appropriate junctures (fading) had a tangible impact on students' confidence and readiness to undertake *istimā* activities independently. Student responses tended towards enthusiasm, marked by increased participation and engagement in class discussions and fewer requests for audio repetition in the final sessions. These findings demonstrate that combining the Scaffolding model with audiovisual media via television can create a supportive, adaptive, and effective learning environment for students with varying Arabic listening abilities.

Discussion

The instructional planning that integrates the Scaffolding model and audiovisual media via television aligns with the fundamental principles of Vygotsky's theory regarding the role of social mediation and auxiliary tools in developing language competence (Gredler, 2012). The implementation of scaffolding in teaching the *al-nās wa al-amākin* material demonstrates that the gradual support provided by the teacher effectively guides students toward achieving greater independence in their listening competence. The pattern of assistance, ranging from modeled examples, activation of prior knowledge, guided questioning, structured practice, to independent tasks, aligns closely with the characteristics of the Zone of Proximal Development (ZPD) proposed by Vygotsky. These findings reinforce the review by (Oktavera et al., 2025), which emphasizes that scaffolding is not merely the act of giving help but a pedagogically structured strategy with a distinctive developmental trajectory.

This model becomes even more effective when integrated with audiovisual media. Videos help build visual context, clarify the meaning of vocabulary, and reduce cognitive load as learners process auditory messages. Recent studies further support these observations. (Lubis & Purba, 2024; Takrimah et al., 2025), for instance, demonstrate that audiovisual media can optimize sensory engagement while simultaneously activating cognitive processes, making information easier to grasp and retain. Research by (Syafanah et al., 2024) Likewise, it confirms that audiovisual tools enhance auditory focus and minimize semantic misconceptions, particularly among intermediate-level learners. Among eighth-grade students who served as research participants, visual cues in

videos proved effective for introducing new glossary items before they entered the stage of auditory message processing. This is consistent with the findings of (Al-Athwary & Lasloum, 2021), who argue that audiovisual input holds significant advantages over purely aural input, especially during the early phases of foreign-language acquisition.

The use of video in this study served not only as an attention-grabbing tool but also as a resource for meaning-making. The selected video, an authentic recording themed around places and human activities, enabled students to comprehend messages more readily, as they could match what they heard with what they saw. These results align with the study by (Tini & Sidiq, 2023), which explains that animation in listening instruction provides learners with greater intuitive interpretive space. Studies by (Suryanata & Anwar, 2023; Wadi et al., 2025) also report that animated films can enhance students' intrinsic motivation through their friendly visuals and their ability to stimulate curiosity.

Other research further reveals that diversifying audiovisual media can significantly improve comprehension accuracy. (Ritonga & Kamalia, 2025) observe that Arabic-language cartoons increase learners' readiness to process rapid speech because the characters' articulation patterns tend to be clearer. Meanwhile, (Barnabas et al., 2024) demonstrate that subtitles can help students anticipate difficult linguistic structures without diminishing the value of listening practice.

From these various research perspectives, it can be concluded that the strength of audiovisual media lies in its ability to integrate verbal and visual representations into a mutually reinforcing sequence of stimuli. In the present study, this synergy manifests as improved students' accuracy when answering factual and inferential questions following the video screening. The findings of this research not only support Vygotskian constructivism but also align with contemporary trends in Arabic language pedagogy that emphasize student-centered learning, interactive media, and multimodal instructional design. (Rahman & Hamzah, 2025) assert that developing modern Arabic instructional materials requires the use of media that balance auditory and productive language skills. Similar patterns of media reconstruction are evident in the study by (Rochma et al., 2021), which explores the use of Al Jazeera Learning as a listening platform that enriches students' learning experiences.

Advancements in educational technology have also driven the emergence of innovative media such as Articulate Storyline (Rokhim et al., 2023) and Lumio Interactive (Nestia et al., 2025), both of which have been shown to enhance student engagement while expanding the possibilities

for digital scaffolding. At the same time, (Prasetya et al., 2024; Regita et al., 2024) highlight that Arabic-based audiovisual tools can serve as effective solutions in vocational schools and Islamic boarding school-based madrasahs. Recent studies additionally underscore the effectiveness of animated videos in improving listening proficiency (*istimā'*) (Selfiani & Hasmawati, 2025), as well as the advantages of multimedia in developing oral language skills among non-native learners (Alharizeh & Khasawneh, 2022). These findings further affirm that the integration of visual and auditory elements is no longer a supplementary component but has become a core pillar of modern Arabic language instruction.

Furthermore, the discussion of this study's results is also connected to the importance of linguistic environments (*biah lugawiyyah*) and sociocultural support in language learning, as articulated in the studies of (Alamsyah et al., 2022; Falah et al., 2025). Scaffolding in this context serves to reduce competence gaps among learners by providing adaptive learning structures. In conclusion, this study contributes to the ongoing scholarly discourse by illustrating how scaffolding and audiovisual media can synergize to create listening (*istimā'*) learning experiences that are more effective, structured, and humanistic.

CONCLUSION

This study demonstrates that the application of the scaffolding model, supported by audiovisual media delivered through television, has a substantial impact on improving the Arabic listening skills of intermediate-level students at Pesantren At-Tibyan, Deli Serdang, North Sumatra. The instructional design, structured around the stages of scaffolding, including modeling, bridging, questioning, and prompting, guided practice, independent practice, and finally fading, proved effective in creating a coherent and learner-responsive sequence of activities. During the planning phase, the teacher successfully incorporated the principles of the Zone of Proximal Development (ZPD) by providing linguistic and cognitive support appropriate to students' developmental levels, thereby laying a strong foundation for subsequent learning. During implementation, the scaffolding strategy effectively facilitated students' gradual comprehension of audiovisual materials presented via television. The use of television-based audiovisual media strengthened meaning-making by combining visual and auditory cues, enabling students to recognize vocabulary, understand context, and interpret information more thoroughly. The effectiveness of this model was reflected in students' growing ability to process detailed information, produce simple summaries in Arabic, and

demonstrate greater independence as teacher support was gradually reduced. Positive student responses and increased participation further highlight the model's ability to cultivate a meaningful and supportive learning environment. Theoretically, this study extends existing discussions of scaffolding in Arabic listening instruction. It practically offers a feasible instructional alternative for institutions with limited technological infrastructure by using simple yet effective media tools.

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