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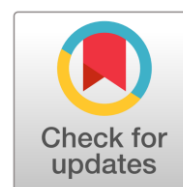
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Metacognitive Skills in Writing Essays Using Scaffolding Techniques of Arabic Language Education Students of Maulana Malik Ibrahim State Islamic University

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Abstract

Purpose - The purpose of this article is to explain the application of scaffolding techniques in helping students write in Arabic so as to achieve integrated, coherent, and cohesive criteria. This research aims to explore how scaffolding techniques can support the development of metacognitive skills in writing an essay.

Design/methodology/approach - This article uses a qualitative method with a descriptive design. The research instruments used include observation and interviews, and the data were analyzed using interactive analysis.

Findings/results - The results showed that scaffolding techniques made it easier for students to organize ideas, especially in writing more effectively in the introduction section. And presenting the main points of the discussion in detail, as well as synthesizing the ideas presented in the introduction and the main points in a lesson.

Originality/value - This article emphasizes the importance of scaffolding techniques in helping students develop thinking and writing skills systematically and comprehensively, which is rarely discussed in depth in the context of learning to write essay Arabic.

Paper type - Research paper

Keywords: *Metacognitive, Scaffolding Techniques, Writing Skills.*

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Introduction

The ability to write essay is a necessity as well as a skill that must be possessed by every graduate today because it is part of the scientific field, especially students who have a language background, especially Arabic. The highest Arabic language skill is the skill of writing essay, and the highest skill of writing essay is the skill of composing, namely Essay. Therefore, students must have the knowledge and skills of writing essay to be able to express their academic ideas in written language. Basically, Arabic students of UIN Maulana Malik Ibrahim Malang in the world of writing are still an obstacle for them because they have to express their ideas in written form. When they first start writing essay in Arabic, students often face various obstacles, such as identifying suitable topics and developing them, developing writing systematically until it becomes an effective and comprehensive document (Munawarah and Zulkiflih 2021).

The ability to write essay students cannot be separated from their learning management skills or thinking skills when writing essay texts. Writers who are aware of the role of scaffolding techniques as a link in using metacognitive strategies in the process of writing essay are more likely to be successful writers than those who do not know metacognitive strategies (Tania and Isnaini 2023). Students must have metacognitive essay writing skills to help map and develop the concept of essay writing. Metacognitive skills in essay writing can be learned by applying scaffolding techniques (Hou and Keng 2021).

Some studies have been conducted by (Khanza, Zulfritria, and Ansharullah 2021). He revealed that this technique helps students understand the structure of writing gradually, from designing ideas to composing sentences systematically. Similar research results by (Ekarian 2024). Also showed that scaffolding can improve students' independence in writing through providing continuous guidance. However, the research gap that needs to be explored further is how this scaffolding technique can develop students' metacognitive skills, such as their ability to plan, monitor, and evaluate the writing process of Essay independently. This is important to understand whether scaffolding not only helps in the writing process, but also equips students with sustainable learning strategies that can be applied in other situations.

This technique helps students step by step find solutions and is applied continuously to train students' metacognitive skills during learning to write essay. However, not many have

written essay about the importance of metacognition for student writing by applying the scaffolding technique as an intermediary. This technique helps students improve their essay writing skills gradually so that novice writers gain meaningful essay writing experience through systematic levels. stages of activity (Febian and Lubis 2023). This technique helps students receive assistance in the learning process, making it easier for them to achieve their learning goals. The application of scaffolding techniques is an effective method for developing students' metacognitive abilities (Ramli, Ghani, and Hamad 2020).

This is very important to be studied in order to produce quality academic writing. The scaffolding technique itself has the effect of providing students with tools to learn systematically (Doo, Bonk, and Heo 2020). Therefore, the purpose of this paper is to explore how scaffolding techniques can support the development of metacognitive skills in writing essay in Arabic Language Education students at UIN Maulana Malik Ibrahim Malang. There are three types of scaffolding techniques applied in this article, including (1) providing explanations, achieved by explaining when, how and what a type of text is (2) describing visualizations, providing examples before students write essay (3) contextualization, achieved by linking learning materials to students' daily life experiences. The advantage of contextualization is that it brings complex ideas closer to the world of everyday life (Meyer 2023).

The application of this technique begins with providing an explanation related to the social function of the text, the general structure of the text by conducting interactive learning between teachers and students. The teacher then plays a video related to the text being explained. The last stage of this technique is contextualization, marked by connecting the material with the students' life experiences. The application of the scaffolding technique guides Arabic language learners to develop their metacognitive abilities, which are marked by the ability to manage cognitive processes that have been, are being, and will be carried out during the learning process (Jin et al. 2024).

Therefore, teachers implement scaffolding through a series of steps. As stated (Spadafora and Downes 2020). Scaffolding techniques must be implemented in a series of essay writing activities, namely: pre-writing, drafting, revision, editing, and publishing. In general, each part of the essay writing activity series is not easy for students, so support is needed in the essay writing process. That's what was expressed by (Câmara et al. 2021). And in this article the scaffolding technique is applied in the process of: (1) planning and writing

by developing a plan, (2) making appropriate revisions, (3) carrying out the review process. Each of the three phases applies a different type of scaffolding technique (see table 1.).

Metacognition is the ability to understand the emergence of cognitive processes to be able to find the relationship between a concept that arises from the cognitive process, plan an activity, carry out the learning process, control learning, assessment and reflection processes. about the learning outcomes achieved and find the right next action (Mutazam 2023). Students who do not have metacognitive skills will not be able to monitor their progress, thus hindering them from achieving further achievements and not having guidelines that connect them to the implementation of further learning (Fuldiaratman, Minarni, and Pamela 2021).

The principle of metacognitive strategy is to form students to be able to plan, monitor, and evaluate the activities they do. In this way, students are trained to design, control and evaluate what they have done to take responsibility for their thoughts and actions (Febrianti et al. 2024). By having metacognitive strategies, students will be able to use and manage cognitive processes (Tania and Isnaini 2023). The application of the essay writing strategy creates metacognition about writing essay in students. Metacognition in writing essay is interpreted as a person's ability to know and realize their written knowledge so that they can organize it in completing the task of writing essay (Ilmah and Irmawati 2023).

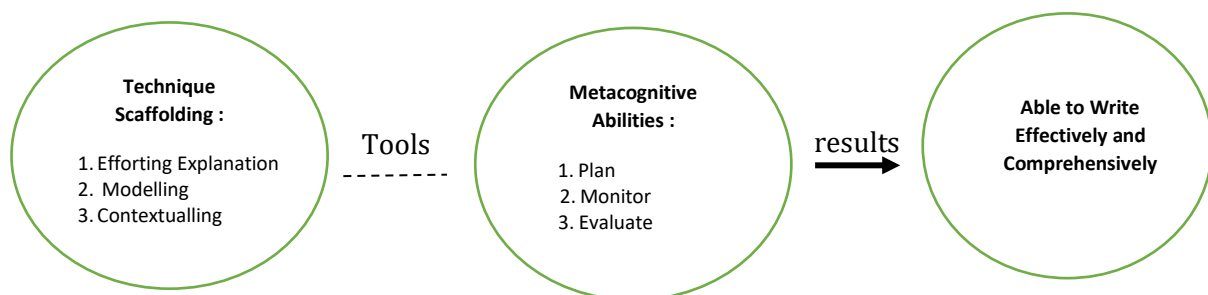


Table 1. Concept Scheme of Implementing Scaffolding Techniques in Building Metacognition in Writing essay

Writing essay requires a series of processes to produce text that can be read by readers. Student progress is prioritized by paying attention to their activities during the writing process essay (Febian and Lubis 2023). With this scaffolding technique, students can easily learn to write essay gradually until they can write essay according to the rules of writing, both in content and form. In Iskandar's view, the learning process requires teacher creativity to help the learning process (Iskandar 2017).

Method

This study uses a qualitative descriptive approach (Sugiyono 2008). To explore the application of scaffolding techniques in improving metacognitive skills in writing Essay in Arabic Language Education students at UIN Maulana Malik Ibrahim Malang. This approach was chosen to deeply understand the process and experiences of students in learning to write Essay using scaffolding techniques. The main data sources in this study were Arabic Language Education students at UIN Maulana Malik Ibrahim Malang who carried out Essay learning in semester 5 of 2024, as well as the results of observations and interviews conducted during the learning process.

Data collection techniques used include observation and interviews. Observations were conducted to observe student activities in developing metacognitive skills through the application of scaffolding techniques, while interviews were conducted to collect information regarding student attitudes, perceptions, and reactions to this technique. Data obtained from the results of observations and interviews were analyzed using the interaction analysis method, which is a data analysis technique that focuses on understanding the relationships and interactions that occur between participants in a process or activity. Which includes the steps of data collection, data reduction, data presentation, and drawing conclusions. The research instruments used were observation sheets to record student activities and interview guides to explore student responses regarding the application of scaffolding techniques in writing Essay.

Result and Discussion

The application of scaffolding techniques integrated into the metacognitive process helps train students' metacognitive abilities in writing essay. Metacognitive experiences encourage students to achieve better writing results essay, including applying scaffolding techniques during the writing process essay. This experience is meaningful for the formation of metacognitive abilities in students. Metacognitive skills enable students to use systematically organized thinking through a series of activities as follows: (1) planning a writing so that it is carried out well, (2) monitoring the ability to write essay and (3) evaluating the ability to write essay with the results of an essay writing activity (Siswati, Hariyadi 2020).

Metacognitive experiences describe the stages of using metacognitive strategies, starting from planning, monitoring, and evaluating the results of the activities of using the strategy which are carried out independently. The process of writing essay is carried out by expressing metacognitive experiences. There are three stages in the process of learning to write essay: collecting ideas, developing ideas, and forming ideas. As shown in Figure 2, these are the metacognitive stages of the essay writing process.

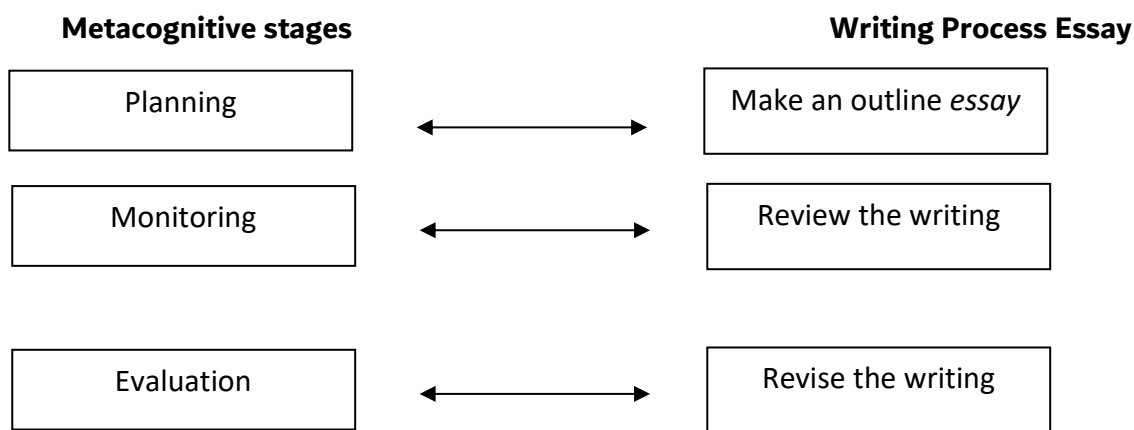


Table 2. Metacognitive Stages in the Writing Process essay

Meanwhile, the contextualization of the application of the Scaffolding Technique is integrated through metacognitive experiences which are divided into: (1) planning, designing the main points to be discussed in learning and writing essay; (2) following and observing what has been written by observing the contents of the text and the form of expression from the text's perspective; (3) conducting an evaluation, by improving the articles produced both in terms of content and technical appearance. In addition, the scaffolding technique is integrated into the metacognitive process of students through the planning, monitoring, and evaluation stages. The integration of the two variables in the essay writing class is shown in Table 1.

Metacognitive Stages	The Process of Writing Essay with the Application of Scaffolding Techniques
Planning	<ol style="list-style-type: none"> 1. Students do not experience difficulties in making writing plans by applying the "Explanation" scaffolding technique because with this technique students are given direction for writing 2. Students are helped when applying the "Modeling" scaffolding technique in writing activities essay by being asked to see examples of good writing including introduction, main content and conclusion using learning videos.

Monitoring	1. Students are assisted to revise their writing by applying the scaffolding technique “Contextualization”, because with this technique students will recognize the mistakes made when observing.
Evaluation	1. Students have no difficulty editing their writing by applying scaffolding techniques: modeling and “contextualization”.

Table 3. Observation Results on the Writing Process essay by Applying the Scaffolding Technique

Scaffolding technique is a tool to support the learning process of students in writing classes essay. Scaffolding technique helps create favorable conditions and accelerate the learning process for students (Eckhart, Holthaus, and Sachslehner 2024). This is shown through the students’ answers. The students gave responses indicating that the application of scaffolding techniques is needed to improve their experience in the process of writing essay.

Metacognitive Stages	Student Responses on the Implementation of Scaffolding Techniques in the Writing Process Essay
Planning	<ol style="list-style-type: none"> 1. Students understand how to plan. 2. Students have the ability to organize writing well. 3. Students can develop their writing skills well, God willing.
Monitoring	<ol style="list-style-type: none"> 1. Students can identify the vulnerability of inconsistencies in writing essay. 2. Students can identify the vulnerability of components in the contents of the writing.
Evaluation	<ol style="list-style-type: none"> 1. Students can correct the shortcomings of their writing from the context of the content of the writing. 2. Students can correct the shortcomings of the components in their writing.

Table 4. Student Responses on the Implementation of Scaffolding Techniques in the Writing Process essay

Table 4 shows the importance of implementing scaffolding techniques in the process as a link in students’ metacognitive abilities for learning to write essay, because in this way students become more focused and systematic in writing freely in Arabic. The table illustrates

that the implementation of scaffolding techniques in students' metacognitive processes starting from planning, monitoring and evaluation brings many benefits to students. Conceptual understanding and writing skills essay can be facilitated in this way, so that students can feel meaningful learning in class.

With meaningful learning, students will be more enthusiastic in learning because the learning process provided can maximize the potential for writing essay so as to achieve maximum proficiency. This article shows that students' metacognitive experiences in writing essay are formed by the application of metacognitive strategies supported by scaffolding techniques. This means that students should maximize their essay writing skills as learners in the classroom who understand the conditions and abilities of students' essay writing in the classroom and can provide supporting facilities that are in accordance with their needs during the learning process (Mutazam 2023). Teachers play a direct role in creating a classroom atmosphere. Therefore, teachers must also be able to innovate in the classroom to support the learning process in their class.

Incorporating scaffolding techniques into the application of metacognitive strategies helps students overcome difficulties so that they have a more complete understanding by designing learning activities that are linked to everyday life experiences (Cano-López et al. 2024). Teachers' creativity in implementing teaching through writing essay can enrich students' knowledge about the concept of writing essay while honing their writing skills essay. Teachers apply scaffolding techniques in the learning process of writing essay by accompanying students through the stages of writing essay which include: developing a plan for writing essay and writing essay (Busiri 2021).

Observing the results of writing and commenting on the results of writing is the third stage, the scaffolding technique is applied by adjusting the level of students' cognitive potential regarding writing essay so that students receive gradual guidance in the process of writing essay (Cai et al. 2022). In addition, scaffolding techniques provide students with the ability to expand their understanding and absorb new information so that scaffolding can help students by providing examples of good writing by watching a video, coaching Train students in the process of monitoring their writing achievements essay, to see the abilities they have in writing by looking at examples from the videos provided and explanations. In addition, teachers also support students in correcting writing errors essay both in content and writing techniques essay by providing examples and contextual discussions (Suparmanto and Hudatullah 2021).

In addition, the advantage of applying scaffolding techniques to students is to encourage the development of learning to write essay. Students build their knowledge and experience faster by applying various scaffolding techniques at each stage of writing, including planning, monitoring, and evaluation. This technique is applied so that students are more focused on writing essay (Taverna et al. 2021).

When students have fully understood the principles and methods of completing the writing assigned by the teacher, then the application of this technique will stop. Integrating scaffolding techniques with metacognitive strategies will bring good results in the writing process, God willing, students (Sari, Marhayani, and Utama 2023). This learning creates a meaningful learning atmosphere for students, because students are able to hone their skills in the process of learning to write essay, marked by a better understanding of the concept of writing essay and the ability to express ideas better in written language about the content and form of writing (Sitti Haeria, Nenny Indrawati² 2021). This can be seen in table 4. From here it can be seen that Metacognition is defined as the ability to connect one part of knowledge with another part of knowledge. Metacognitive ability plays an important role in regulating and controlling a person's cognitive process through learning and thinking, so that a person's learning and thinking process becomes effective and efficient.

Conclusion

Scaffolding techniques as a pedagogical strategy to improve metacognitive skills among Arabic language students. Insha' writing skills are very important in academic environments, especially for students learning Arabic. The challenges faced by students in articulating their ideas in written form and aims to overcome this problem through the application of certain scaffolding techniques. Three main scaffolding methods are introduced: offering explanations, modeling, and contextualization. Each has a different purpose in guiding students through the insha' writing process and providing them with explanations of the function of the text, showcasing examples of good writing, and connecting the learning material to students' everyday experiences.

The implementation of scaffolding begins with an interactive session in which the instructor explains the social functions and structural elements of the text, often supplemented with relevant video materials. The effectiveness of scaffolding is assessed

through student engagement and feedback during various stages of writing, including their ability to plan, monitor, and evaluate their own work.

In metacognitive skills are essential for students to succeed in writing tasks insha'. By developing these skills, students can better plan their writing output, reflect on their learning process, and identify strategies for independent learning. The important role of instructors in this process is emphasized, as they must creatively facilitate learning experiences that are in line with students' lives. And the importance of integrating metacognitive training with established scaffolding techniques, leading to more meaningful learning experiences. This dual approach not only contributes to improving writing skills insha' but also equips students with the ability to think critically and solve problems independently in writing.

The implications of the findings related to the use of scaffolding techniques in improving Arabic students' metacognitive skills in writing insha' are as a improvement of Students' Writing Skills: The use of scaffolding techniques such as explanation, modeling, and contextualization is proven to help students understand the social functions and structural elements of the text. This contributes to students' ability to plan, monitor, and evaluate their writing, thus improving insha' writing skills.

Development of Metacognitive Skills: The scaffolding techniques applied can assist students in developing metacognitive skills that are essential for their success in writing tasks. Through this approach, students learn to plan, reflect on their learning process, and identify more effective self-learning strategies.

Creativity and the Role of the Instructor: The role of the instructor becomes very important in facilitating learning experiences that are relevant to students' daily lives. The instructor's creativity in connecting the material to students' real-life experiences can enrich the learning process and provide a clearer context for students.

More Meaningful Learning: The integration of metacognitive training with existing scaffolding techniques can result in a more meaningful learning experience. This dual approach not only improves insha' writing skills, but also equips students with critical thinking and independent problem-solving skills in the context of writing.

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