Application of Theory of Social Constructivism in Teaching Arabic Teachers to Apply Higher Order Thinking Skill

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Abstract
Theory of Social Constructivism is a theory that introduced by Vygotsky's emphasis on social interactions that give the impression of a positive impact on a person's mastery of language. Arabic is an additional language in school that studied by students in Malaysia. Through the Malaysian Education Development Plan (2013 – 2025), a revision to the curriculum has been implemented where the Integrated Secondary School Curriculum has been changed to the Standard Secondary School Curriculum. In this Standard Secondary School Curriculum, Higher Order Thinking Skill is an element that needs to be given direct emphasis. This reform is a big challenge for Arabic language teachers who have been emphasizing the teaching of language knowledge more than language skills themselves. Therefore, this theory of social constructivism can be seen to be applied to apply HOTS in the teaching of Arabic language teachers more effectively.
Keywords: Theory of Social Constructivism, Arabic language Teachers, Arabic Language, Higher Order Thinking Skill (HOTS), Standard Secondary School Curriculum

Introduction
The teaching of teachers in the modernization era is now gaining due attention from various parties, especially the Ministry of Education Malaysia (MOE). Various reforms implemented by the ministry in an effort to improve the education system in Malaysia. Teachers are the main asset of the country to generate quality educational progress. The result of these quality teachers can not only produce students who are excellent, glorious and distinguished in learning, but also in terms of morals and personality of the students themselves. Therefore, in order to realize the aspirations of this government, teachers need to play a key role in driving this effort to achieve outstanding success. Arabic language teachers are also not left behind in tracing the current progress of this education. Various theories applied by teachers to ensure that teaching can be delivered effectively. However, the theory of social constructivism is a relevant and suitable theory to be applied in the teaching of Arabic. The theory of social constructivism is a theory introduced by Lev Yvgotsky in 1978. This theory emphasizes on social interaction among students to improve student achievement and mastery in a language. This is very much in line with the teaching of Arabic in Standard

Secondary School Curriculum where social interaction is the main goal of a student's success in mastering the Arabic language. This means that students can interact in Arabic with teachers, fellow students and school staff is that has managed to achieve the desired goal by the Curriculum Development Center, Ministry of Education (MOE).

Theory Of Social Constructivism

Social Constructivism Theory is a theory introduced by Lev Vygotsky (1896 - 1935), a Russian-born psychologist who believed that social and cultural aspects play a role in the development of one's language so as to help improve one's cognitive development (IGA Lokita, 2016). Teaching Arabic is not much different from teaching other languages because it requires good cognitive development. According to Vygotsky, language proficiency will shape a person's cognitive level. The better one's language proficiency, the more knowledge that can be understood and in turn the higher one's cognitive level (IGA Lokita, 2016). This Theory of Social Constructivism is the basis of various teaching strategies and techniques used by Arabic language teachers in teaching in the classroom. However, Arabic language teachers themselves are not aware of the practical importance of using this theory in their teaching. This is in line with the view of Greeson, 2006 who argued that most teachers actually do not know much about the concepts and theories of teaching and how to implement these theories in their teaching. Therefore, the purpose of this article is to explore in detail about the implementation of social constructivism theory in the teaching of Arabic language teachers.

Higher Order Thinking Skill

Higher Order Thinking Skill (HOTS) is an element emphasized in the Integrated Secondary School Curriculum in line with the Malaysian Education Development Plan (2013 – 2025). In this plan, the Ministry of Education Malaysia outlines aspects of HOTS should be emphasized directly in 21st century teaching. Therefore, all teachers need to respond to the ministry's call to ensure that HOTS can be applied in teaching, especially Arabic language teaching. Although in fact this HOTS has been in Malaysia for a long time, but it is not fully applied. Therefore, Standard Secondary School Curriculum gives serious focus and concentration on this HOTS in teaching. The cognitive level of HOTS in Arabic represents 4 levels of thinking, namely application, analysis, evaluation and creation. This cognitive level corresponds to Bloom's cognitive level of the 1956 Anderson revision.
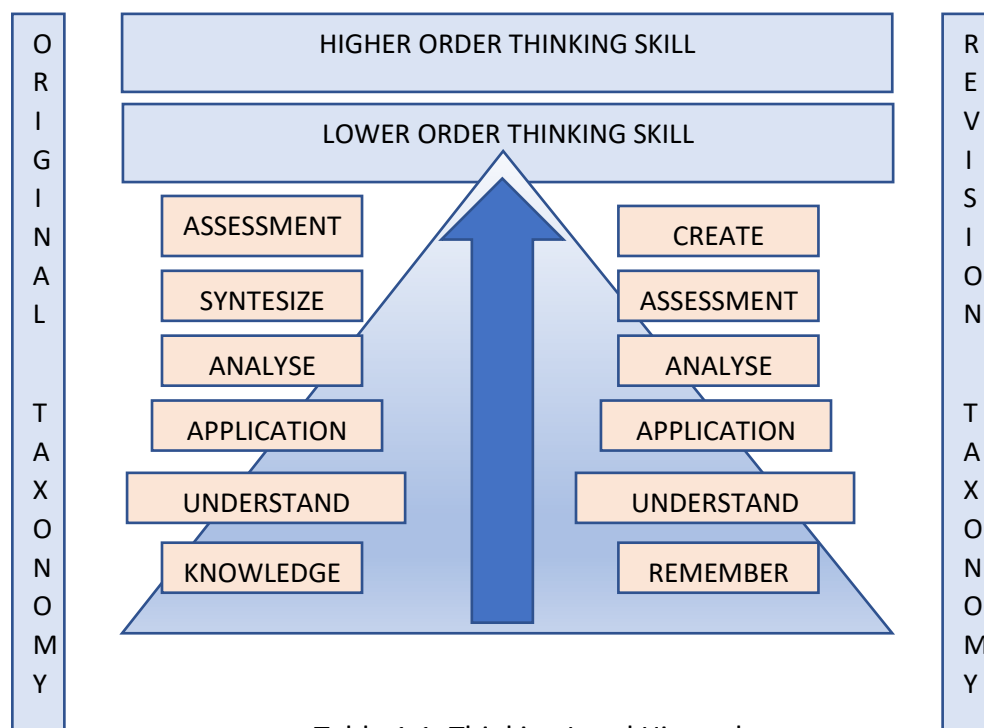
Table 1.1: Thinking Level Hierarchy
(Adapted from Higher Order Thinking Skill in School Applications, 2014)

The main focus of the HOTS element in the teaching of Arabic is that teachers teach language skills to students rather than teaching Arabic knowledge itself. The four main skills in Arabic are listening, reading, writing and speaking skills. Arabic language teachers need to give priority to the teaching of four language skills in addition to applying Arabic language knowledge such as grammar and vocabulary indirectly in teaching. In addition, effective teacher teaching methods and techniques are very important in ensuring that the application of HOTS can be carried out continuously and with quality. HOTS cannot be carried out suddenly or with just one application because careful preparation and preparation must be done by a teacher before starting the teaching session . The steps to implement HOTS in Arabic language teaching start with the selection of the use of induction set at the beginning of the lesson, teaching aids during the teaching, as well as the process of evaluation and assessment at the end of the lesson. Teachers should make proper planning to make the teaching process running effectively. Each Arabic language skill can be applied with HOTS depending on the teaching topic, teaching techniques and learning environment. However, listening skills need to be combined with several other skills to ensure that HOTS can be applied. For example, listening skills are combined with speaking and writing skills.

Application of the Theory of Social Constructivism by Vygotsky
According to Omrord, 2007, the theory of social constructivism emphasizes assisted discovery learning. This means that language learning is acquired through interaction and communication in the environment and learning will be easier to obtain when it involves the social and cultural aspects of a person (Poedjiadi, 1999). Arabic language teachers who understand the concept of this theory will teach Arabic through the emphasis on the use of Arabic in the daily interaction of students whether interacting with friends, interacting with teachers, parents and the surrounding community. This is in line with the theory of social

constructivism which emphasizes internal and external aspects in the learning and social environment. The role of the environment is important in this theory because according to this theory, the process of individual and social development occurs because understanding is formed from the knowledge in the environment (Anggraeni, 2017). In addition, the cognitive development of an individual is due to the emphasis on aspects of social interaction (Vygotsky, 1978).

There are two important concepts in the theory of Constructivism by Vygotsky which is Zone of Proximal Develo pment (ZPD) and scaffolding. Zone of Proximal Development (ZPD) is the level of development of a person under the guidance of older people or through the help of peers and scaffolding is the assistance given to the student completely then gradually reduced so that the student is able to perform a task on his own (Slavin, 1997). According to Moll & Greenberg, (1990), scaffolding is when a student is able to understand something through the interactions that take place around that are based on the origin of the student. Thus, social resources outside one's self influence the development and improvement of one's level of thinking (IGA Lokita, 2016). This is very much in line with Vygotsky's view that one plays an active role in organizing one's own knowledge. In teaching Arabic, this is in line with the goals outlined in the Curriculum and Assessment Standard Document (DSKP) which has been compiled by the Curriculum Development Division that a student can master Arabic well when able to interact well with individuals around the student. Arabic language application can only be implemented when students master the four main skills in Arabic, namely listening skills, reading and writing and then achieve the ultimate goal of being able to speak in Arabic in any situation and situation (DSKP, 2015). To ensure that this can be implemented, teachers need to examine each planning and appropriate measures so that the goals of this curriculum can be implemented optimally.

1. Arabic language teachers need to pay more attention to groups of students who cannot perform the tasks given by the teacher alone. For example, teachers provide materials that can help students understand the topic of teaching, teachers teach using examples of words and sentences that are easier to understand so that students can master four Arabic language skills namely listening, reading, writing and speaking.

2. To improve the quality of student learning, Arabic language teachers need to appoint young teachers among students who meet the criteria as young teachers who can help their peers in the classroom. In addition, Arabic language teachers from other classes can also help as adults who guide students. Education and guidance from older people and classmates can improve the quality of learning of students and help in solving difficulties that occur throughout learning (IGA Lokita, 2016). In addition, according to Berggren, (2015), teachers can apply teaching based on the views of peers, especially in writing skills. For example, the teacher gives questions based on the passage and the student writes the answer in front of the class. Next, the teacher asked the other students to check the answers given by their friend earlier. This in turn can test students' knowledge of answering questions as well as evaluate the answers that have been written by their own peers.

3. Among the application of concepts in Vygotsky's theory is cooperative learning (IGA Lokita, 2016). Students can improve their knowledge in a knowledge by communicating with classmates through group work. For example, the teacher assigns students to each group to put the existing words into a sentence and then produce a short story essay. In this case, students need to work together to find the appropriate words from each group in order to put it into one complete sentence and then be able to produce a short story.

Theory of Social Constructivism and Higher Order Thinking Skill

Theory of Social Constructivism and Higher Order Thinking Skill are closely related to each other. The characteristics of teaching and the role of teachers based on the theory of social constructivism will make it easier for teachers to apply HOTS in Arabic language teaching. Among the roles of teachers that underline in this theory is that teachers function as mentors and facilitators in the teaching and learning process. Teachers give the best path guidance that students can choose, but students are free and have the right to make decisions. Teachers also play a role in facilitating the learning process of students by providing thoughtful opinions and ideas, but students can also have the right to give their own views even if they differ from the views of teachers. Teachers are always open to students and always encourage students to think rationally and critically. Teachers are also not quick to punish but even the best mentor to students and ready to correct students' mistakes. Teachers as facilitators also mean teachers as triggers and providers to a comfortable and fun thinking learning environment (Rajendran, 2017). The practice of HOTS teaching in the concept of Vygotsky's proximal development zone helps students acquire knowledge by bringing cultural knowledge to students so as to be able to build new concepts and knowledge management so as to overcome the problem of teaching planning a teacher (Rajendran, 2017). In addition, the teacher-based teaching method of this theory is that teachers practice cooperative learning methods, collaborative learning, project- based learning and game-based learning. The role of teachers and teacher teaching methods in the theory of social constructivism is actually directed towards HOTS that meets the four highest levels of cognitive namely application, analysis, evaluation and creation. Information on the cognitive level of HOTS can be seen through the table below

Table 1.1:
Level of HOTS and Level of Pupil Mastery in Arabic Language Subject

LEVEL HOTS	DESCRIPTION	LEVEL OF STUDENT MASTERY IN ARABIC	DESCRIPTION
APPLY	Use knowledge, skills and values in different situations to implement something	3	Pupils can use knowledge to apply a skill in a situation
ANALYZE	Analyze the information into small parts to understand in depth and the relationship between the parts	4	Pupils perform a skill in a civilized manner, that is, in accordance with procedures and systematically
EVALUATE	Make judgments and decisions using knowledge, experience, skills, values and justify information	5	Pupils perform a skill in a civilized manner, that is, in accordance with procedures / in an educational system , consistent and positive
CREATE	Produce creative and innovative ideas or products or methods	6	Pupils implement a skill in a civilized manner, that is, in accordance with procedures / systematically, consistent and be positive, creative and innovative and can be emulated

(Adaptation from Curriculum and Assessment Standard Documents Arabic Form 1, 2015)

Closing
In conclusion, the Theory of Social Constructivism has a positive impact on the teaching of teachers, especially to Arabic language teachers. This theory is very closely related to the way or method of teachers to implement HOTS in teaching Arabic because the features of this theory are very much in line with the concept of HOTS. This theory not only has an impact on students, but also teachers should apply this theory best in teaching, especially related to teaching methods that can improve students' HOTS in Arabic subjects. The cognitive level of HOTS represents the level of application, evaluation, analysis and creation. Therefore, when teachers apply the elements of HOTS in every Arabic language skill by applying the Theory of Social Constructivism, then the process of applying this HOTS will be easier and systematic. The goal of the Curricul development Section for this Arabic language subject is that students are able to interact in social discourse. Therefore, Arabic language teachers should give priority to interacting using Arabic with teachers, classmates, administrators and school staff as a whole.

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