

The Social Constructivism Approach in the Night Discussion Learning Program at Darul Fiqih Islamic Boarding School Lamongan

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Received: May 2026 ; **Revised:** June 2026;
Accepted: July 2026 ; **Published:** August 2026

Abstract

Night discussion at Pondok Pesantren Darul Fiqih have become a hallmark of collaborative learning within the pesantren environment. This study explores how social constructivist principles are applied in this program, emphasizing learning as a socially mediated process. A qualitative case study approach was used to collect data through direct observation, interviews, and documentation. The data obtained showed that students actively construct knowledge through discussion, argumentation, and collaborative reflection. The Zone of Proximal Development (ZPD) and scaffolding emerge in the forms of peer support and teacher guidance. Beyond content mastery, the program nurtures critical thinking, communication skills, and contextual religious understanding. Night *discussion* proves to be more than a review session—it fosters reflective, active, and collaborative learners aligned with Islamic educational values.

Keywords: *Social Constructivism, ZPD, Scaffolding, Islamic Boarding School, Collaborative Learning.*

INTRODUCTION

Traditional Islamic educational institutions such as Islamic boarding schools (pesantren) play a significant role in shaping students' character and developing their competencies. In the educational system of Darul Fiqih Islamic Boarding School, the learning process is carried out not only through formal education and diniyah education, but also strengthened through distinctive methods such as the Night discussion program, namely a discussion activity among students conducted at night with the aim of deepening their understanding of the kitab kuning (classical Islamic texts). Through Musawarah Malam The Night discussion program facilitates active, dialogical, and collaborative problem-solving-based learning.¹

While the nightly Discussion sessions at Darul Fiqih Islamic Boarding School in Deket, Lamongan, naturally bring collaborative learning to life, the practice hasn't been intentionally framed around modern educational theories like social constructivism. This framework argues that knowledge is fundamentally shaped through social interaction—essentially, real learning happens when people team up to tackle meaningful problems.² This is relevant to the Night discussion activities, which emphasize dialogue, peer teaching among students, and the collective construction of meaning.³

Lev Vygotsky proposed the theory of social constructivism, which is founded upon two key concepts: the Zone of Proximal Development (ZPD) and scaffolding. ZPD indicates that students achieve optimal learning outcomes when they are guided in completing tasks that they are not yet able to accomplish independently, while scaffolding refers to the temporary assistance provided until learners are able to work autonomously. In the practice of Night discussion, senior students often guide junior students, while the ustadzah plays a role in facilitating the learning environment and strengthening students' understanding, in line with this model.

Previous studies by Muhammad Husni and Izzah Wahyunisfah demonstrated that discussion-based learning using the Problem-Based Learning (PBL) approach enhances students' understanding and active participation.⁴ In addition, Raudlatul Jannah and Luqman Hakim found that fiqh discussions grounded in problem-solving approaches encourage critical thinking skills and independent learning among students⁵ Meanwhile, Fathur Rohman emphasized that the pesantren tradition reflects problem-based learning through the practice of discussion (discussion).⁶

¹ Najda Arija Azukma and Mardian Idris Harahap, 'Discussion dalam al-quran perspektif mufassir nusantara (Quraish Shihab dan Hasbi Ash-shiddieqy)' '3522-10656-1-Pb', 8.3 (2023), 321.

² Zhenghong Xue, 'International Journal of Education and Humanities Exploring Vygotsky's Zone of Proximal Development in Pedagogy: A Critique of a Learning Event in the Business/Economics Classroom', *Revista Internacional de Educación y Humanidades*, 9.3 (2023), 167.

³ Khaled Ahmed Abdel-Al Ibrahim and others, 'Collaborative Learning, Scaffolding-Based Instruction, and Self-Assessment: Impacts on Intermediate EFL Learners' Reading Comprehension, Motivation, and Anxiety', *Language Testing in Asia*, 13.1 (2023), 2.

⁴ Muhammad Husni, 'Analisis Kegiatan Discussion Melalui Produktivitas Pembelajaran Problem Based Learning (Pbl) Pada Materi Jual Beli Mata Pelajaran Pendidikan Agama Islam Di Ma'Had 'Aly Pondok Pesantren Lirboyo Kediri', *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 7.2 (2023), 211–28.

⁵ Jurnal Mu and Allim Doi, 'JURNAL MU'ALLIM DOI : 10.35891/Muallim, 7.1 (2025).

⁶ Fathur Rohman, 'Pembelajaran Fiqih Berbasis Masalah Melalui Kegiatan Discussion Di Pondok Pesantren Al-Anwar Sarang Rembang', *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8.2 (2017).

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The Night discussion activities are also aligned with Islamic values such as ukhuwah (brotherhood), ta'awun (mutual assistance), and proper ethics in discussion (adab). These values indirectly support a conducive learning environment for the formation of constructive learning processes. As stated by Catherine Fosnot, constructivist theory requires active participation, exploration, and reflection as essential elements in the learning process.⁷ This theory strengthens the argument that traditional activities in Islamic boarding schools can be reinterpreted within the framework of modern educational theory.

Empirically, it was found that the Night discussion program has been implemented well, although it has not yet reached its optimal level. Students still demonstrate disparities in understanding due to uneven participation and engagement. In addition, conceptually, there has not yet been a scientific framework used as the foundation for developing this activity. Therefore, the social constructivism approach is considered important for strengthening both the academic foundation of the Night discussion learning program.

Based on the preceding background, this study focuses on addressing two important questions: first, how the social constructivism approach is implemented in the Night discussion learning program at Darul Fiqih Islamic Boarding School, Deket Lamongan; and second, how the implementation of this approach affects students' understanding and critical thinking skills.

The purpose of this study is to identify and analyze the implementation of social constructivism in the Night discussion program, as well as its impact on the students' learning. This research is expected to provide a conceptual contribution by offering an academic foundation for the Night discussion practices that have long been implemented at Darul Fiqih Islamic Boarding School. Thus, the activity is viewed not merely as a tradition, but also as a form of collaborative learning model that is aligned with social constructivist theory.

METHOD

This study is qualitative research aimed at understanding particular phenomena. These phenomena may include various experiences encountered by the research subjects, such as behavior, perceptions, motivations, actions, and others. In this study, the phenomena are described holistically and descriptively in the form of words that represent the actual conditions, without alteration or simplification.

In qualitative research, research subjects are commonly referred to as resource persons, who are also often called informants, participants, partners, or teachers. The role of the resource persons is to provide information related to the research setting and conditions. Their role is highly important because they provide in-depth and relevant information concerning the conditions or phenomena being studied. Resource persons may come from various backgrounds, such as individuals directly involved in the processes under investigation or those who possess knowledge and experience that can offer insights into the research topic.

⁷ Khofifatul Lathifiyah and Khisna Azizah, 'Implementasi Metode Syawir Dalam Meningkatkan Pemahaman Santri Pada Kitab Fathul Qorib Di Madrasah Diniyah Pondok Pesantren Al-Ittihad Belung Poncokusumo Malang', *Journal Islamic Studies*, 5.01 (2024).
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This study employed a case study method within a qualitative approach framework. Data were collected through direct observation of discussion activities, in-depth interviews with ustadz and students, as well as documentation. The data analysis technique was based on the approach proposed by Matthew B. Miles and A. Michael Huberman, involving the processes of data reduction, data presentation, and conclusion drawing. This study also utilized source triangulation to ensure data validity and to obtain a comprehensive understanding of learning practices within the contextual environment of the pesantren.⁸

RESULTS AND DISCUSSION

1. The Concept of Constructivism

Constructivism is a learning approach that encourages students to actively construct understanding through experience. Learning is designed to enable students to think openly and flexibly, as well as to utilize various methods as long as the learning objectives are achieved. Students do not merely receive information, but also process it into meaningful knowledge.⁹

As a philosophy of learning, constructivism is grounded in the idea that knowledge is formed through reflection on experience. Each individual constructs their own framework of thinking to understand the world; therefore, the learning process becomes an effort to adjust and enrich that framework in order to integrate new experiences.¹⁰

a. The Implementation of the Social Constructivism Approach in the Night Discussion Learning Program at Darul Fiqih Islamic Boarding School, Deket Lamongan

As practiced at Darul Fiqih Islamic Boarding School, when students discuss fiqh lessons, a student named Niswatun Nabila leads the discussion and facilitates her peers in revisiting and understanding the lessons that have already been taught. If there are questions that cannot yet be answered, those questions are noted and conveyed to the teacher the following day for further discussion. This demonstrates that constructivist learning practices have already been implemented at Darul Fiqih Islamic Boarding School.

Furthermore, the theory of social constructivism proposed by Lev Vygotsky emphasizes two main concepts, namely the Zone of Proximal Development (ZPD) and scaffolding, both of which highlight the importance of guidance and gradual support from more knowledgeable individuals in the learning process:

1) Zone of Proximal Development (ZPD)

At the heart of Lev Vygotsky's constructivist theory is the Zone of Proximal Development (ZPD), a concept that captures a student's untapped learning potential. Essentially, the ZPD is the sweet spot between what a student can master on their own and what they can achieve with a little help from a teacher or a more advanced

⁸ Miles, M. B., & Huberman, A. M., *Qualitative Data Analysis: An Expanded Sourcebook*, (California: Sage Publications, 1994), hlm. 12–14.

⁹ Rosita Rosita and others, 'Pendekatan Konstruktivisme Terhadap Peningkatan Hasil Belajar Siswa SD', *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 10.3 (2024), 240.

¹⁰ Nurfatimah Ugha Sugrah, 'Implementasi Teori Belajar Konstruktivisme Dalam Pembelajaran Sains', *Humanika*, 19.2 (2020), 121–38 <<https://doi.org/10.21831/hum.v19i2.29274>>.

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classmate.¹¹ This dynamic plays out naturally at Darul Fiqih Islamic Boarding School. For instance, when a student struggles to grasp a specific hadith, peers who have already mastered the material step in to offer guidance and break down the lesson.

For example, when Dara Aulia and her peers discussed hadith material, they helped one another answer difficult questions, and if no one was able to provide an answer, they noted the questions to be discussed with the ustadzah the following day. This represents a practice of ZPD, in which learning occurs between an individual's current ability and the potential that can be achieved through assistance.

The concept of ZPD is applied in the Night discussion program because students who have a better understanding of the material assist their peers who have less understanding. In addition, ZPD enables students to develop more rapidly due to the stimulation provided by a supportive learning environment and interactions with individuals who possess greater mastery of the subject matter.

With assistance from peers who have a better understanding, students who experience difficulties become more motivated to continue learning. This principle not only helps students understand religious knowledge, but also shapes their character to become more independent and accustomed to seeking help from others when facing difficulties. Through this approach, students are better able to adapt to various academic and social challenges within the pesantren environment. In addition, ZPD accelerates the internalization of the religious concepts learned by students, because they do not rely solely on the explanations of the ustadz, but also gain understanding through discussions with their peers. Lev Vygotsky divided the Zone of Proximal Development (ZPD) into two levels:

- a) The level of actual development, or independent ability, refers to an individual's capability to solve problems or complete tasks without assistance from others.
- b) The level of potential development refers to an individual's ability to solve problems through support from someone who is more mature or from others who possess prior experience and expertise.
- c) Lev Vygotsky's constructivist theory is known as a social construction theory that emphasizes that the development of human intelligence is influenced by interactions with society, the environment, and culture. An individual's cognitive abilities begin to develop through social interaction with the surrounding environment. According to Vygotsky, the thinking tools used by individuals can influence the development of their cognitive abilities.¹²

¹¹ Nurul Aisyah Sartika and Evi Afiati, 'Pengaruh Pelatihan Berbasis Teori Vygotsky Terhadap Kompetensi Guru Sebagai Pembimbing Di Taman Kanak-Kanak', *Indonesian Journal of Learning Education and Counseling*, 2.2 (2019), 193–203 <<https://doi.org/10.31960/ijolec.v2i2.255>>.

¹² Yong Hai Yu, Yan Ni Hu, and Jin Song Zhang, 'A Research on Reading Model of Interactive Children Picture Book Application Based on the Theory of "Zone of Proximal Development"', *Applied Mechanics and Materials*, 411–414.4 (2013), 238 <<https://doi.org/10.4028/www.scientific.net/AMM.411-414.2952>>.
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2) Scaffolding

Scaffolding is gradual support provided to students in the learning process of solving problems. This support helps students reach the limits of their learning abilities, especially within their Zone of Proximal Development. In cognitive development, scaffolding plays an important role at every stage of a child's learning process. When a child reaches a certain stage of development, they require scaffolding assistance to progress to the next stage. This assistance must be provided and gradually withdrawn at the appropriate time throughout the learning process.¹³

The Zone of Proximal Development (ZPD) can be understood through the scaffolding approach, namely as a support system that helps individuals achieve higher levels of development. Lev Vygotsky's ideas regarding ZPD serve as the foundation of learning theories aimed at improving the quality of education and supporting children's cognitive development. The main concepts of this theory include the relationship between development and learning, the influence of social context, and participation in social activities as important factors in the learning process.¹⁴

The concept of scaffolding is applied because students are encouraged to learn independently with minimal guidance from the ustadzah. Scaffolding within this discussion activity also helps students gain a deeper understanding of concepts through repeated practice and continuously developing discussions. In addition, students are trained to take responsibility for their own learning by engaging in discussions to find solutions to problems collaboratively. By providing temporary guidance that is adjusted to the students' needs, the Night Discussion program becomes a training ground for students to become more independent in thinking and decision-making.

Over time, students who initially depended on guidance from the ustadzah or their peers began to demonstrate independence in understanding and explaining the material to other students. Thus, scaffolding within the discussion activities not only enhances academic understanding, but also shapes students' character to become more confident and capable of adapting independently to intellectual challenges.

An example of scaffolding implemented at Darul Fiqih Islamic Boarding School is that the ustadzah, such as Siti Kholisotun M, only supervises the Night Discussion activities from the back of the classroom. The student assigned as the discussion leader takes the primary role in guiding the discussion. As students begin to demonstrate independence in discussing and solving problems, the intervention from the ustadzah is gradually reduced.

This illustrates scaffolding, in which assistance is provided only when needed and is gradually reduced so that learners become independent. Through this process, students learn to lead and take responsibility for their own learning. Furthermore, ZPD and scaffolding are closely interconnected: ZPD identifies where assistance is needed, while scaffolding explains how that assistance is provided.

¹³ Ivo Retna Wardani Wardani, Mirza Immama Putri Zuani, and Nur Kholis, 'Teori Belajar Perkembangan Kognitiv Lev Vygotsky Dan Implikasinya Dalam Pembelajaran', *DIMAR: Jurnal Pendidikan Islam*, 4.2 (2023), 332–46 <<https://doi.org/10.58577/dimar.v4i2.92>>.

¹⁴ *Ibid.*, 2-3.

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Scaffolding functions as a method or strategy used to provide assistance within the Zone of Proximal Development (ZPD). Scaffolding refers to temporary support given by teachers or more experienced individuals to help students understand material or complete tasks within their ZPD. This assistance may take the form of guidance, prompting questions, demonstrations, or interactive discussions, which are gradually reduced as students' abilities improve. Thus, scaffolding represents the concrete implementation of the assistance indicated by ZPD, demonstrating how support is strategically provided so that students are eventually able to learn independently.

Based on the observation results, the concept of the Zone of Proximal Development (ZPD) can be seen when students who experience difficulties in understanding the material are guided by peers or ustadz/ustadzah who possess greater understanding. Meanwhile, scaffolding is reflected in the role of the ustadzah, who does not dominate the course of the discussion, but instead merely supervises and provides direction when necessary, while the students conduct discussions independently.

b. The Impact of the Implementation of Social Constructivism in the Learning Program on the Development of Students' Critical Thinking Attitudes

The constructivist theory developed by Lev Vygotsky is known as a social construction theory that emphasizes that the development of human intelligence is influenced by social interaction, the environment, and culture. An individual's cognitive abilities begin to develop through social interaction with the surrounding environment. According to Vygotsky, the thinking tools used by individuals can influence the development of their cognitive abilities.¹⁵

The social constructivism approach is a relevant theory for analyzing the dynamics of the Night Discussion program. This theory, popularized by Lev Vygotsky, argues that learning is the result of social interaction and collaboration. The following are the implementations of constructivist principles, including social interaction, culture, and language, which have a significant impact on the implementation of the Night Discussion learning program:

1. Social Interaction

Social interaction refers to knowledge constructed socially through engagement and interaction with peers, teachers, and parents.¹⁶ Social interaction within the discussion activities enriches students' insights and enhances their critical thinking skills. Through these interactions, students learn how to express their opinions clearly and systematically, while also developing the ability to listen to and respond to the opinions of others appropriately. This process fosters respect for others' viewpoints and instills values of cooperation in learning. Within the pesantren environment, such social

¹⁵ Marwia Tamrin, St. Fatimah S. Sirate, and Muh. Yusuf, 'Teori Belajar Vygotsky Dalam Pembelajaran Matematika', *Sigma (Suara In72-73telektual Gaya Matematika)*, 3.1 (2011), 42–43.

¹⁶ Saarah Shafa Salsabila and Septi Gumindari, 'Pendekatan Konstruktivis Sosial Dalam Pembelajaran', *Educatioanl Journal: General and Specific Research*, 4.Februari (2024), 366.
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interaction occurs not only in the discussion forum, but is also reflected in daily activities, thereby strengthening the values of togetherness and social responsibility.

The social interactions that occur during discussion also help students develop strong interpersonal communication skills, such as public speaking, constructing logical arguments, and responding wisely to questions or criticism. These abilities become essential assets for facing both academic challenges and social life outside the pesantren. Moreover, through active interaction in a collaborative learning environment, students are trained to develop greater empathy toward their peers.

They learn how to work together in solving problems, support friends who experience difficulties, and build a strong sense of solidarity. The principle of social interaction within discussion also demonstrates that learning is not limited to classroom activities alone, but also emerges through real experiences that continuously develop from collective discussion and reflection.

An example of this implementation at Darul Fiqih Islamic Boarding School can be seen in discussions regarding different methods for determining the beginning of Ramadan. Student A learned that there are hisab methods in addition to rukyat. Through the discussion, she began to understand that differences of opinion in Islam each have their own foundations and justifications.

Through social interaction in the discussion activities, students gain new knowledge and broaden their perspectives by listening to and responding to the opinions of their peers.

2. Contextual Learning

The constructivist theory proposed by Lev Vygotsky is known as a social construction theory, which emphasizes that the development of human intelligence is influenced by social interaction, the surrounding environment, and cultural context.¹⁷ The constructivist approach has several main characteristics, such as student-centered learning, connecting prior knowledge with newly discovered knowledge, appreciating differences in perspectives, and encouraging the ability to think more critically in solving problems. One prominent approach in the learning process is the contextual approach. Based on this approach, students are encouraged to connect real-life conditions with the subject matter being studied, with the aim of making learning more meaningful and relevant. In this way, students develop a broader understanding that encompasses both theoretical aspects and the ability to apply these concepts in various situations outside the classroom environment.¹⁸

Students discuss contemporary issues such as inheritance law and the influence of social media on morality. Contextual learning within the Night Discussion program enables students to relate theoretical concepts to the realities of everyday life. This

¹⁷ Dewi Sartika and others, 'Pembelajaran Berbasis Kontekstual Dalam Meningkatkan Aktivitas Dan Prestasi Belajar Siswa Pada Materi Pokok Segitiga Di Kelas VII SMP Negeri 2 Bolo Tahun 2019/2020', *DIKSI: Jurnal Kajian Pendidikan Dan Sosial*, 1.2 (2021), 108–109<<https://doi.org/10.53299/diksi.v1i2.96>>.

¹⁸ W. N Shanti, D. A Sholihah, and A. A Abdullah, 'Meningkatkan Kemampuan Berpikir Kritis Melalui CTL', *Jurnal Elektronik Pembelajaran Matematika*, 5.1 (2018), 108 <<http://jurnal.uns.ac.id/jpm>>.

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significantly influences their understanding of the material in a deeper and more applicable manner. By discussing current issues, students learn how the principles contained in the kitab kuning can be applied in modern life. This approach makes the learning process more meaningful because students' understanding of concepts is not merely abstract, but is also accompanied by an awareness of their application in social life.

Contextual learning is closely related to the concept of culture in Lev Vygotsky's constructivist theory. Culture shapes individuals' learning experiences and understanding by connecting real-life situations with learning materials. By discussing relevant contemporary issues, learning becomes more contextual and applicable, enabling students to understand concepts more deeply and apply them in social life, in line with Vygotsky's idea regarding the role of culture in shaping learning experiences.

Learning is the process of acquiring new information or knowledge derived from various elements that already exist in the world. This process results in changes within the individual who learns.¹⁹ Through discussion activities, students are able to develop a richer understanding of real-life issues within society.

Furthermore, contextual learning also trains students to think critically, as they must be able to analyze situations, consider various perspectives, and construct arguments based on the religious evidence they have studied. Discussions conducted during the discussion activities also encourage students to become more active in exploring religious concepts through a more dynamic approach, relying not only on memorization but also on understanding grounded in analysis and reflection.

An example found at Darul Fiqih Islamic Boarding School is during the Night Discussion activities, when students discussed the topic of inheritance law. One student questioned the fairness of inheritance distribution between men and women. This discussion led them to connect the theories found in the kitab with contemporary social conditions, such as the economic roles of modern women.

Learning becomes contextual because it connects the material in the kitab with actual phenomena in society, making the learning process more meaningful and applicable.

3. Communication Skills

According to Lev Vygotsky, language is a central component in cognitive development because it functions as both an internal communication tool (private speech) that directs the thinking process and an external communication tool that assists individuals in thinking and problem-solving processes.²⁰

¹⁹ Muhammad Zeky, 'Pengembangan Manusia Sebagai Sumber Belajar Pada Berbagai Jenjang Pendidikan', *ADDABANA: Jurnal Pendidikan Agama Islam*, 5.1 (2022), 69 <<https://doi.org/10.47732/adb.v5i1.199>>.

²⁰ Susanti Etnawati, 'Implementasi Teori Vygotsky Terhadap Perkembangan Bahasa Anak Usia Dini', *Jurnal Pendidikan*, 22.2 (2022), 137 <<https://doi.org/10.52850/jpn.v22i2.3824>>.
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Within the framework of Lev Vygotsky's theory of cognitive development, language holds a central role as a means of communication, both externally with others and internally in the form of private speech. Language assists individuals in the processes of thinking and regulating actions. Through social interaction, children learn to use language to understand the world around them. Over time, this language becomes internalized and is later used for independent thinking. In other words, the role of language is not limited to communication alone, but also becomes a key factor in an individual's cognitive development process.

Its application can be seen through the discussions in which students play an active role in understanding the material through reflection and exploration, rather than merely receiving information in a one-sided manner. In the Night Discussion program, students are given the opportunity to review previous material, ask questions, and discuss concepts that are still not fully understood. These discussions are led by appointed students, making the learning process more interactive and enabling students to develop broader insights. Through continuous discussions, students are able to view concepts from various perspectives, compare opinions, and seek the best solutions to the problems they encounter.

This process clearly encourages the improvement of students' speaking skills, because they are required not only to understand the material, but also to express opinions, present arguments, and respond orally to the views of others. In the Night Discussion program, students' speaking abilities are developed through structured opinion-sharing exercises, the use of appropriate language, and the confidence to present ideas before their peers. These activities gradually shape critical attitudes, as students are encouraged not to accept information passively, but rather to question, analyze, and evaluate every idea that emerges during the discussion. Thus, the Night Discussion forum becomes a strategic medium for enhancing students' communication skills, sharpening their reasoning abilities, and fostering deeper critical thinking skills.

For instance, Dara Aulia, who initially found it difficult to accept the opinions of her peers, has gradually become able to listen, respond wisely, and even lead discussions without relying on notes. She is now more confident in expressing her opinions openly. Through regular discussion activities, students are trained to speak in public, construct arguments, and respond to the opinions of others. This demonstrates an improvement in both communication skills and critical thinking abilities.

The development experienced by Dara Aulia serves as a concrete example of how the Night Discussion activities can improve speaking skills while simultaneously shaping critical attitudes. Whereas Dara previously tended to be passive and had difficulty accepting the opinions of others, she now demonstrates significant progress. She is not only able to listen more openly, but can also provide wise and relevant responses to her peers' opinions. Moreover, her ability to lead discussions without relying on notes reflects increased self-confidence as well as strong mastery of the material. This transformation indicates that the process of speaking in discussions involves not only oral activities, but also the development of reflective and analytical thinking skills.

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The Night Discussion program demonstrates the implementation of social constructivism in several aspects. Social interaction can be observed when students discuss, ask questions, and respond to learning materials. The learning process is also contextual, involving discussions of contemporary issues such as inheritance law and the influence of social media on morality. In addition, students' speaking skills develop significantly; although they were initially shy, they gradually become more confident in expressing their opinions.

CONCLUSION

The implementation of the social constructivism approach in the Night Discussion program at Darul Fiqih Islamic Boarding School demonstrates its contribution in improving the quality of learning. Discussions among students serve as a medium for exchanging ideas, deepening understanding, and collectively solving problems. The principles of the Zone of Proximal Development (ZPD) and scaffolding are evident through the guidance provided by senior students and the facilitative role of the ustadzah. Students engage actively in learning, support one another, and collaboratively construct meaning.

The impact of this approach can be seen in the improvement of critical thinking skills, confidence in expressing opinions, as well as the development of independent and collaborative attitudes. The discussion activities also instill values of responsibility, empathy, and communication skills. Contextual discussions make learning more relevant to the students' daily lives. Overall, this approach is capable of strengthening cognitive aspects while shaping Islamic characteristics that are adaptive and participatory.

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