Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

Exploring Learners' Cognitive, Affective, and Conative Responses toward Teacher Modelling Scaffolding in EFL Classrooms

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ARTICLE INFO

Article history:

Received: 22 Dec 2025
Accepted: 07 May 2026
Available Online: 20 May 2026

Keywords:

Scaffolding;
Cognitive Response;
Affective Response;
Conative Response;
EFL

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Article Doi:

https://doi.org/10.31258/jes.10.5.p.883-896

A B S T R A C T

This study aims to explore students' cognitive, affective, and conative responses to the use of modeling as scaffolding in EFL. A descriptive qualitative approach was used, involving two English teachers and six students in a junior high school. Data were collected through classroom observations, teacher interviews, and student interviews, and analyzed using thematic analysis. The findings indicate that modeling as a supporter produces interrelated learning responses. Cognitively, modeling helps students grasp material more quickly, recognize language patterns, and generate examples independently. Affectively, modeling creates a comfortable learning atmosphere, reduces students' anxiety, and increases their confidence during the learning process. Conatively, modeling encourages students to take concrete actions, such as actively completing assignments, asking questions, participating in discussions, taking notes, and demonstrating a willingness to answer questions or perform in front of the class. These responses indicate that modeling not only supports students' understanding but also their emotional engagement and learning behaviors. The study concludes that modeling is an effective and holistic support strategy in EFL teaching, as it simultaneously influences students' cognitive understanding, emotional responses, and learning actions. These findings are expected to contribute to pedagogical practice and provide insights for teachers in implementing responsive support strategies in EFL classrooms.

1. Introduction

In the context of English language learning, EFL learners often experience difficulties in understanding material without direct assistance, especially when they need to process new information, such as connecting concepts or practicing language skills. Most students are unable to learn independently without systematic

support from teachers, and the majority of EFL students lack the ability and willingness to learn independently. Teachers need to provide clear, direct, and unambiguous assistance or guidance to students because they cannot learn or take initiative directly without teacher stimulation (Mutmainnah et al., 2025; Slaboda, 2024). Therefore, this situation highlights the need for both instructional and interactional support from teachers that can help students move from a lack of understanding to higher competence. Language learning and teaching strategies play a crucial role in guiding the learning process. Choosing the right strategy will help teachers deliver material effectively, ensure students understand the learning process, especially in language learning, thereby creating a learning environment that supports the development of language skills. One form of support that teachers can use in the classroom is scaffolding, a gradual and structured approach to providing support to students until they are able to complete tasks independently (Sanjaya et al., 2019).

The concept of scaffolding originates from Lev (Vygotsky, 2018) Zone of Proximal Development (ZPD), where learners achieve greater understanding with guidance from knowledgeable others. This concept was later popularized by (Bruner, 1974), who refers to any guidance or assistance offered by a more competent person to a less experienced child to enable the latter to become independent. Several studies have shown that scaffolding strategies play a significant role in improving students' competence in completing academic tasks, which can ultimately foster their independence as active language users. This strategy has also been shown to stimulate critical thinking and problem-solving skills. Through a gradual and directed learning process, students are trained to analyze information, connect concepts, and apply their knowledge independently essential skills in the language acquisition process (Iwan et al., 2026; Yildiz & Celik, 2020).

In practice, scaffolding is used when educators provide temporary, adaptive support to help students master tasks and concepts within their Zone of Proximal Development, then gradually reduce assistance as students' independence increases. In an EFL context, scaffolding helps students master vocabulary and grammatical structures more systematically and meaningfully (Muntasir & Akbar, 2023). A common use of scaffolding by teachers in the classroom is modeling, which is consistently recognized as one of the most effective forms of support. Through modeling, teachers demonstrate processes, show examples, and illustrate expected outcomes, enabling students to build mental representations that guide their practice. Modeling as a powerful scaffold improves language achievement, particularly through contingency adaptation and gradual fading (Van de Pol et al., 2010). Furthermore, effective scaffolding through modeling not only supports cognitive development but also creates a supportive learning environment and fosters students' self-confidence. Previous research on modeling has demonstrated its positive contribution to students' language learning, particularly in improving students' comprehension (Hammond, 2005; Triyanti et al., 2021).

Several studies have addressed the topic of scaffolding in English language learning, particularly regarding teacher support through modeling. (Gunderman & Wood, 2004) highlighted that modeling provides a representation of a task that

serves as a reference for students in understanding expected performance. This research provides a theoretical basis for the idea that concrete examples are an important form of support for reducing students' cognitive load. (Hammond, 2005) further expanded on this idea by showing that modeling accompanied by high challenge and high support can help students gradually build conceptual understanding. In this case, teachers not only provide examples but also adjust the level of support according to the needs of students in their ZPD. Meanwhile, (Lantolf et al., 2014) emphasized that scaffolding, including modeling, works through structuring and problem-solving mechanisms, namely framing tasks so that students can process them cognitively.

Furthermore, (Azir, 2019) also showed that modeling in EFL writing classes helps students understand text structure more clearly and increases their confidence in producing writing. Modeling-based support can increase self-efficacy and enhance learning persistence when the examples provided are relevant and easy to follow (Belland, 2017). Although modeling is believed to be effective, previous research tends to focus on the teacher's role or its impact on learning outcomes, rather than on how students respond to such support. Studies conducted by (Li & Zou, 2021), for example, tend to explore scaffolding strategies among students and only describe teacher support practices. Consequently, the understanding of how students respond to teacher support cognitively, affectively, and conatively remains limited.

In the learning process, understanding student responses is crucial because scaffolding is only successful when students actively accept the support provided. Student responses are an important indicator of whether the scaffolding is optimally implemented. Scaffolding depends not only on teacher actions but also on how students engage with the support (Febrino & Iskandi, 2026; Yumna & Maksum, 2025). Student responses to scaffolding can be understood through three interrelated dimensions: cognitive, affective, and conative responses. Cognitive responses involve students' ability to understand, interpret, and reorganize knowledge as a result of instructional support (Hilmi et al., 2022). Affective responses relate to students' emotional reactions, such as feelings of comfort, enjoyment, confidence, and reduced anxiety during learning (Krathwohl et al., 1967). Meanwhile, conative responses refer to students' behavioral tendencies, including their willingness to participate, take initiative, and persist in learning activities (Hilgard, 1980).

Given this gap, this study aims to systematically investigate EFL students' cognitive, affective, and conative responses to teacher scaffolding through modeling in classroom learning. Specifically, this study seeks to (1) identify how students cognitively process and construct understanding through modeling-based scaffolding, (2) examine students' affective responses, including motivation, confidence, and engagement during the learning process, and (3) analyze students' conative responses reflected in their participation and behavioral involvement in classroom activities. By focusing on students' perspectives, this study addresses the limited attention in previous research regarding how learners respond to teacher-provided scaffolding. Therefore, this study is expected to contribute both

theoretically to the development of scaffolding research in EFL contexts and practically by providing insights for teachers in designing more responsive and effective modeling-based instructional support.

2. Methodology

This research employed a qualitative case study approach aimed at gaining an in-depth understanding of students' responses to the scaffolding provided by teachers during English classroom learning. According to (K Robert, 2018), a case study is a qualitative research approach used to investigate contemporary phenomena within real-life contexts, particularly when the boundaries between the phenomenon and its context are not clearly visible. The research was conducted at SMPN 2 Kubu Rokan Hilir. The researcher deliberately selected the junior high school level because it represents a transitional stage from primary to secondary education, where students are required to adapt to more complex and independent language learning. At this stage, teacher scaffolding plays an important role in helping students understand new concepts and learning processes. This study involved two English teachers and six students selected through purposive sampling based on their relevance to the research focus and willingness to participate. Sampling is a method used to select participants in qualitative research according to criteria considered appropriate for understanding the phenomenon being studied (Weyant, 2022).

Data were collected using three instruments: classroom observations, semi-structured interviews, and documentation. The data collection process was carried out in stages throughout October 2025. Prior to the main data collection, the researcher conducted an instrument trial with teachers and students to ensure the appropriateness and clarity of the interview questions. Classroom observations were then conducted during six learning sessions to capture the implementation of teacher scaffolding and students' responses during the learning process. The collected data were analyzed using the interactive model proposed by (Mathew et al., 2022), which involved data reduction, initial coding, category identification, and theme interpretation related to students' responses. Data validity was maintained based on the four criteria proposed by (Weyant, 2022) credibility, transferability, dependability, and confirmability. These criteria were applied to ensure that the findings regarding teacher scaffolding practices and students' responses accurately reflected real classroom conditions.

To ensure the trustworthiness of the study, several validation strategies were implemented. Credibility was enhanced through triangulation of data sources and participant verification. Transferability was supported by providing detailed descriptions of the research context and participants. Dependability was maintained through consistent documentation of research procedures, while confirmability was ensured through reflective notes to minimize researcher bias. Overall, these methodological procedures provided a solid foundation for understanding students' responses to teacher scaffolding in EFL classrooms.

3. Results and Discussion

Findings from teacher and student interviews revealed that modeling significantly influenced students' cognitive responses during the learning process. Aspects of students' cognitive responses can only be identified through interview data, as cognitive processes are internal and difficult to observe directly during classroom learning interactions. Observational data were used more to capture students' affective and conative responses. To enhance the transparency and depth of the qualitative analysis, the themes, sub-themes, and representative data excerpts generated through the coding process from classroom observations and interviews can be seen in Table 1 below.

Table 1. Thematic Analysis Coding Framework of Students' Responses toward Teacher Modelling

Data Excerpt	Initial Code	Sub-theme	Theme
"If we give direct examples, they can usually answer immediately... that's a sign that they understand" (Teacher 1, interview)	Answer quickly after the example	Immediate comprehension	Cognitive
"When the teacher gives an example, I will understand what it means, and it's easier to answer" (Student 2, interview)	Understand faster with example	Immediate comprehension	Cognitive
"Students begin to follow the pattern after seeing examples" (Teacher 2, interview)	Follow example pattern	Pattern recognition	Cognitive
"They can identify the structure and apply it again" (Teacher 2, interview)	Recognize structure	Pattern recognition	Cognitive
"Once they understand, students usually start to be brave enough to answer and create their own examples" (Teacher 2, interview)	Create own example	Knowledge construction	Cognitive
"I can make my own sentence after seeing the example" (Student 2, interview)	Generate new sentence	Knowledge construction	Cognitive
Students smile, laugh, and respond enthusiastically during modelling (Classroom observation)	Show enjoyment	Enjoyment	Affective

"Students look happy when examples are given" (Teacher 1, interview)	Feel happy	Enjoyment	Affective
"I'm not afraid to answer because I already understand" (Student 4, interview)	Feel confident	Self-confidence	Affective
Students start asking questions during modelling session (Classroom observation)	Ask questions confidently	Self-confidence	Affective
"I feel more relaxed because I already see the example" (Student 5, interview)	Feel relaxed	Reduced anxiety	Affective
Students participate without hesitation after modelling (Classroom observation)	Less afraid	Reduced anxiety	Affective
Students answer questions without being called (Classroom observation)	Respond actively	Active participation	Conative
Students engage in discussion and follow instructions immediately (Classroom observation)	Participate actively	Active participation	Conative
"I directly write and remember what the teacher explained" (Student 6, interview)	Take initiative to learn	Learning initiative	Conative
Students ask peers or teacher for clarification (Classroom observation)	Initiate learning	Learning initiative	Conative
Students present answers in front of class (Classroom observation)	Willing to perform	Willingness to act	Conative
Students try to complete tasks independently	Try task independently	Willingness to act	Conative
Some students remain silent and wait for others (Classroom observation)	Passive behavior	Limited participation	Conative (divergent response)
"I still don't understand unless it is repeated" (Student 3, interview)	Need repetition	Delayed understanding	Cognitive (divergent response)

Students' Cognitive Responses toward Teacher Modelling

Findings from teacher and student interviews revealed that modeling significantly influenced students' cognitive responses during the learning process. Interview data with teachers indicates that modeling significantly influences students' cognitive responses. Both teachers explained that the modeling provided by teachers can help students build understanding and recognize the language patterns being taught. Teacher 1 stated that students can immediately respond when given examples, identifying that they have grasped the concepts taught through examples. She explained, "If we give direct examples, they can usually answer immediately... that's a sign that they understand." (Interview with Teacher 1, October 25, 2025). This finding was reinforced by Teacher 2, who explained that students who understand material through modeling tend to be able to answer questions and even generate their own examples. She stated, "Once they understand, students usually start to be brave enough to answer and create their own examples." (Interview with Teacher 2, October 25, 2025). The students' ability to generate new examples suggests that the understanding formed is not merely ordinary understanding, but reflects a deeper conceptual construction.

These findings were also confirmed by students, who demonstrated relatively consistent cognitive responses after receiving modeling from their teachers. Most students stated that when all three teachers used modeling or examples, they felt they understood what the teachers were saying better. Furthermore, students explained that the examples provided by the teachers were very helpful in understanding concepts they had previously struggled with. As Student 1 put it: "It's like giving examples of things I don't understand. For example, I don't know the example, so I ask, and then I understand." (Interview with Student 1, October 2025). This statement reflects the students' ability to connect examples to initially confusing concepts, resulting in an increase in their knowledge structure.

Furthermore, modeling helped them grasp the material more quickly and reduced confusion during assignments. Several students revealed that after seeing the teacher's examples, they no longer guessed at the answers but instead understood the steps to follow. One student stated, "When teacher gives an example, I will understand what it means, and it's easier to answer." (Student 2, October 2025). In this case, modeling not only facilitates initial understanding but also encourages students to construct mental representations that enable the transfer of knowledge to other contexts. Thus, students' cognitive responses are reflected in increased conceptual understanding, the ability to identify patterns, and the courage to provide relevant answers after receiving modeling from the teacher.

However, the findings also revealed important variation in students' cognitive responses. Not all students achieved immediate understanding after receiving modeling; some appeared to require repeated explanations or additional scaffolding before they could fully grasp the material. This variation indicates that the effectiveness of modeling was not uniform across learners and may be influenced by differences in prior knowledge, learning readiness, and individual learning pace. From a sociocultural perspective, this suggests that modeling may operate

differently within each learner's Zone of Proximal Development (ZPD), requiring teachers to continuously adjust the level and intensity of support provided.
Overall, students' cognitive responses to modeling occurred at multiple levels, ranging from initial comprehension to deeper conceptual understanding and knowledge construction. These findings highlight that modeling should not be viewed merely as a strategy for delivering information, but also as a flexible scaffold that supports different stages of cognitive development depending on learners' needs. However, these findings should be interpreted cautiously due to the limited number of participants and the specific classroom context of the study.

Students' Affective Responses toward Teacher Modelling

Besides helping students build conceptual understanding, modeling can also demonstrate how students experience the learning process. Once students grasp the material through the examples provided, subsequent responses are related to emotional aspects, such as feelings of comfort, enjoyment, security, and confidence, as well as reduced anxiety during learning. These affective responses are important because positive emotional states enable students to be more receptive to teacher assistance and more engaged in learning activities. From classroom observations, students' affective responses were evident through expressions of comfort, enjoyment, and positive engagement during the learning process, indicating their acceptance of the teacher's assistance. Students showed joy when reading example sentences aloud, enthusiastically answering teacher questions, and openly accepting instructions. Their involvement in group reading and active participation indicated that they felt comfortable, motivated, and enjoyed the learning process, thus creating a positive emotional atmosphere in the classroom. This was confirmed by teachers, who found that most students expressed happiness, enjoyment, and comfort. Teacher 1 explained that students showed happy expressions during the learning process, "from their faces... they were happy when given an example" (Interview with Teacher 1, October 2025).

Modeling appeared to reduce anxiety because students no longer had to guess what the teacher was going to teach because they had seen a clear model from the teacher. Teacher 2 also emphasized that modeling had a strong emotional impact. Students showed positive expressions after being given an example that helped them understand: "Sometimes he smiles, sometimes he says thank you." (Interview with Teacher 2, October 2025). This response demonstrates emotional safety, a state in which students feel emotionally secure to learn, ask questions, or experiment. Clear and structured modeling reduces anxiety and increases students' confidence in following the material.

The teacher's statement was also confirmed by the students. All six students felt that learning using this scaffolding model made them feel happy, confident, and less stressed while learning. This was reinforced by the statement of one student who said, "Yes, I am very happy. I ask the teacher more often and answer their questions and say thank you." (Interview with Student 1, October 2025). Students showed happiness and appreciation for the teacher's help through active participation and expressions of gratitude. They developed feelings of happiness and confidence

when they were able to interact more actively with the teacher by asking and answering questions.

This happiness was also reinforced by positive experiences interacting with their friends. She said her friends often asked questions, and she said, "I've done it before. So I can answer." (Interview with Student 4, October 2025). These interactions provided positive social reinforcement that made students feel more comfortable and motivated to participate in learning. Overall, student expressions reflected positive emotions, such as joy, comfort, and increased self-confidence, which were fostered through positive relationships with the teacher and peer support. In addition, some students described that they enjoyed the examples given by the teacher, as stated by student 4, he stated that "I am happy, I enjoy it" (Interview with Student 4, October 2025). This is seen that students feel the enjoyment of learning when the teacher provides assistance in the form of examples that make them feel comfortable and happy throughout the learning process. When the teacher provides clear examples before students try it themselves, this fosters a sense of security, comfort, and positive involvement in students, so that modeling helps reduce students' frustration in understanding the learning.

Students' Conative Responses toward Teacher Modelling

In addition to cognitive and affective understanding, modeling also influences students' conative responses, which are reflected in their active engagement, initiative, and willingness to act during learning. When students observe and internalize clear examples provided by the teacher, students may become more likely to take concrete actions such as asking questions, attempting to work on assignments independently, participating in discussions, applying what they have learned, and even helping friends who do not understand. These conative responses are very important because they show that students not only understand the material but are also motivated to transform their understanding into action, which demonstrates sustained engagement and proactive behavior in the learning process.

During classroom observations, student responses were evident through their verbal actions and active participation in class activities. Many students responded spontaneously without waiting for additional instruction or encouragement from the teacher. Students demonstrated initiative and readiness to learn. Some initially passive students became more active after being assisted, indicating that teacher stimulation and support can encourage changes in learning behavior toward greater participation. Overall, body language, quick responses, and vocal participation demonstrated clear student engagement in the learning process.

This was also evident in teacher interviews, where students took concrete action after receiving examples from the teacher. Teacher 1 explained that once a model was presented, students tended to immediately engage in the task, stating that they "just got to work… just like that" (Interview with Teacher 1, October 2025). This demonstrates a strong tendency to act, where students don't stop at understanding the explanation but immediately apply what has been demonstrated. However, Teacher 1 also acknowledged that not all students responded in the same way. Some

students exhibited passive behavior, such as feeling shy or reluctant to ask questions, which the teacher attributed to the students' personal characteristics. She explained that certain students preferred indirect interactions, asking friends to pass questions on to the teacher or waiting for other students to ask similar questions. Interestingly, when the teacher approached students personally, these students became more active and willing to ask questions directly. This suggests that passive behavior is not caused by the modeling itself, but rather by individual self-confidence and personality factors, and that closer teacher-student interaction can activate students' conative responses. Teacher 2 also emphasized that modeling strengthens students' courage to act, particularly in performing visible class tasks. She explained that active students become more confident and willing to step forward, for example, during presentations, stating that "if he is active, it means he is braver... he can come to the front of the class to try it himself" (Interview with Teacher 2, October 25, 2025). This shows that modeling not only supports understanding but also fosters the courage to try, respond, and participate openly in class activities.

This was confirmed by the student, who also described increased initiative after receiving modeling. One student explained that he "asked friends or the teacher more often" and began answering the teacher's questions (Interview with Student 1, October 2025). Furthermore, several students highlighted that modeling created a sense of security that encouraged participation. After observing the examples, he felt confident enough to discuss the material with peers and ask questions, especially because the teacher was patient and supportive. He stated, "When the teacher helps me, I become active and often ask questions because the teacher is patient and fun" (Interview with Student 5, October 2025). This suggests that emotional security contributes to stronger conative responses. Moreover, students demonstrated proactive behavior by immediately writing down, memorizing, and reviewing the teacher's explanation, and emphasized that the assistance made them more active and confident rather than passive, one student stated that “I immediately remembered, memorized, and wrote down what the teacher said” (Interview with Student 6, October 2025) indicating that the student demonstrated active behavior in following up on the teacher's assistance through independent learning activities such as note-taking and memorization.

However, variation in students’ conative responses was also evident. Not all students demonstrated the same level of activeness; some remained passive, hesitant, or reluctant to participate. Observations showed that certain students preferred to wait for others to respond or avoided direct engagement in classroom activities. This variation may be influenced by individual factors such as self-confidence, motivation, and prior learning experiences, as well as contextual factors, including the level of teacher support and the nature of classroom interaction. In addition, students who felt less confident or less comfortable participating publicly may have been less willing to take risks during classroom activities. Interestingly, when teachers adopted a more personalized and supportive approach, previously passive students became more willing to participate. This finding reinforces the idea that scaffolding is not a fixed technique but a dynamic

and responsive process that requires continuous adjustment based on students' needs.

Overall, findings indicated that most students demonstrated positive cognitive responses toward teacher modeling, although variations in understanding and learning pace were also evident. Most students stated that modeling facilitated their change in understanding by helping them recognize gaps in prior knowledge, clarify previously confusing concepts, and reorganize information into a more coherent knowledge structure. Students report that examples, formulas, and even direct explanations allow them to interpret learning material better and reduce ambiguity. These responses reflect cognitive processes such as meaning recognition, conceptual clarification, and the construction of new understandings. This supports (Vygotsky, 1978) sociocultural theory, which emphasizes that learning occurs through mediated help or example within the Zone of Proximal Development (ZPD). Modeling serves as a mediating tool that bridges the gap between what students can do independently and what they can achieve with guidance.

Teacher observations of students responding effectively after being given examples indicate that modeling helps students construct clearer mental representations. This finding aligns with Hammond (2005), who argues that modeling supports learners in making meaning explicit and visible, particularly in language learning contexts. By providing concrete models, teachers help students reduce ambiguity and clarify abstract concepts, which strengthens cognitive engagement and student understanding.

In terms of affective responses, research findings indicate that students exhibited positive responses to the use of modeling as a form of scaffolding in learning. Most students expressed feelings of pleasure, comfort, and enjoyment in the learning process when the teacher provided clear, patient, and structured examples. This affective response was reflected in increased self-confidence, comfort in interacting with the teacher and peers, and the emergence of motivation to participate more actively in learning activities, such as asking and answering questions. Furthermore, modeling helped create a sense of security and reduced students' pressure and fear of making mistakes, resulting in a more supportive classroom emotional climate. Teachers also observed positive emotional indicators, such as cheerful facial expressions, smiles, and expressions of gratitude from students. These findings indicate that modeling contributes to creating a sense of emotional safety in the classroom.

Furthermore, the use of modeling as a form of scaffolding in English learning also demonstrates students' conative responses. Most students demonstrated greater initiative and participation after receiving modeling and teacher assistance. After receiving examples and assistance from the teacher. This conative response is reflected in increased questioning, courage to answer questions, willingness to discuss with peers, and independent learning efforts such as note-taking, memorization, and completing assignments. Clear modeling and patient teacher support create a sense of security and confidence that encourages students to take initiative in the learning process. Thus, students' conative responses demonstrate

not only momentary participation but also sustained and directed learning behavior as a follow-up to previously formed understanding and positive emotions.

These findings align with the conative concept proposed by (Hilgard, 1980), which emphasizes the aspects of intention, effort, and action in learning behavior. Modeling provides students with clear guidelines for what to do and how to do it, encouraging them to act with greater confidence and direction. When students understand the steps to take, they are better prepared to move from understanding to practice. Interestingly, this study also found that some students initially exhibited passive behavior, such as feeling shy or hesitant to ask questions. However, this passivity was more influenced by personality and self-confidence factors, rather than the ineffectiveness of modeling. When the teacher adopted a more personal approach and closer interaction, these students became more active. This demonstrates that scaffolding is a dynamic and interactive process, as (Lantolf et al., 2014) suggest, where scaffolding is co-constructed through interactions between teachers and students.

Overall, scaffolding modeling not only supports cognitive understanding and builds positive emotions but also translates these into concrete learning behaviors. By providing clear examples, reducing uncertainty, and creating a sense of security, modeling encourages students to become more active, confident, and engaged learners in English learning.

4. Conclusion

This study concludes that modeling, as a scaffolding strategy, plays a significant role in eliciting students' cognitive, affective, and conative responses in learning English as a foreign language (EFL). Modeling helps students develop a clearer conceptual understanding, demonstrated through their ability to answer questions quickly, comprehend what is being taught, and generate new examples independently. These cognitive responses demonstrate that modeling not only supports superficial understanding but also encourages the formation of more stable and meaningful mental representations.

Furthermore, modeling also elicits positive affective responses in students, such as feelings of pleasure, comfort, and reduced anxiety during the learning process. A supportive and clear learning environment makes students feel more emotionally secure, making them more open to engaging in learning. From a conative perspective, modeling encourages students to take concrete actions, such as actively working on assignments, asking questions, discussing, taking notes, and being brave enough to answer questions or present in front of the class. These conative responses demonstrate that modeling can transform positive understanding and emotions into active learning behaviors. Thus, this study confirms that modeling as scaffolding not only functions as a cognitive aid, but also as a holistic pedagogical strategy, because it is able to influence students' ways of thinking, feeling, and acting simultaneously in EFL learning.

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How to cite this article:

Nursyafida., Bukhori., & Hadi, A. (2026). Exploring Learners' Cognitive, Affective, and Conative Responses toward Teacher Modelling Scaffolding in EFL Classrooms. *Journal of Educational Sciences*, *10(5)*, 883-896.