




Exploring the Role of Teacher Scaffolding in Fostering Independent Learning

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E d i t o r	R e v i e w e r s
Asoke Kumar Saha  Professor Department of Psychology, Jagannath University, Dhaka, Bangladesh drasoke@psychology.jnu.ac.bd	Reviewer 1: Zahra Yousefi  Assistant Professor, Department of Psychology, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran. Email: Z.yousefi1393@khuisf.ac.ir Reviewer 2: Mohsen Golparvar  Professor, Department of Psychology, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran. mgolparvar@khuisf.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence “Independent learning has emerged as a crucial competence in the 21st century” should be supported by more recent global statistics or educational policy reports to contextualize its urgency.

When stating “The concept of scaffolding is deeply rooted in Vygotsky’s notion of the Zone of Proximal Development (ZPD)”, it would strengthen the discussion to briefly note ongoing debates about the interpretation of ZPD versus scaffolding.

The phrase “Participants represented a range of subject areas and teaching experience levels” is vague. A justification for why these particular subject areas were chosen (e.g., languages, sciences, mathematics, social sciences) should be added.

The description “I ask students to write short reflections after class” is strong but would benefit from specifying whether these reflections were systematically assessed or simply voluntary.

The quotation “In Malaysia’s diverse classrooms, I adapt examples so they are relevant” is important. This section should link explicitly to literature on multicultural education in Southeast Asia.

The paragraph “Time constraints and curriculum pressures were consistent with findings...” could integrate more recent policy documents from Malaysia to strengthen the contextual grounding of these challenges.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The discussion of digital scaffolding cites Huang (2022), but does not provide any empirical evidence from Malaysia or Southeast Asia. Adding regional digital education studies would make the contextual link stronger.

The sentence “Studies suggest that emotions act as mediators of scaffolding effectiveness” could be elaborated with specific examples of how emotional scaffolding manifests in classroom practices.

The authors conclude with “Against this background, the present study explores...”. Consider adding a clear statement of research questions or objectives in bullet form to improve focus and readability.

The authors write “These findings are consistent with established research emphasizing that scaffolding is not a single technique”. This statement could be strengthened by citing meta-analyses or systematic reviews to consolidate the argument.

The sentence “Encouraging learners to make decisions about topics and learning pathways aligns with evidence...” could be expanded to show how autonomy in scaffolding links to motivation theories such as Self-Determination Theory.

The statement “Building rapport and trust emerged as foundational” is persuasive, but it would be useful to discuss potential risks (e.g., boundaries, favoritism) to balance the argument.

Response: Revised and uploaded the manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.