

Application of the Scaffolding Method in Improving the Learning Outcomes of Islamic Religious Education (Pai) With Animal Loving Materials in the Shari'ah Of Slaughter Animals at Tunas Bangs Private Junior Highschool

Fitri Soraya, SMP Swasta, Tunas bangsa, fitrisoraya975@gmail.com

Zainal safri, SMP Swasta Alam Leuser, Zainalsafri@admin.smp.belajar.id

Siti Sasanah, SMP Islam terpadu Al-ulum, Sitihasanah1386@gmail.com

Mahmudah, SMP Negeri 1 Wampu, Mahmudaa1725@gmail.com

Tuti Sriwahyuni Siregar, SD Negeri 056649 B Hitam, yunichiregar@gmail.com

Abstract:

This study aims to analyze the application of the scaffolding method in improving the learning outcomes of Islamic Religious Education (PAI) on animal loving material in the sharia of animal slaughter at Tunas Bangsa Private Junior High School. The scaffolding method is a teaching strategy that provides gradual support to students until they are able to learn independently. This study uses a qualitative approach with a case study method, where data is collected through observation, interviews, and documentation. The results of the study show that the application of the scaffolding method contributes to increasing students' understanding of the concept of sharia animal slaughter, as well as fostering empathy and responsibility for living things. In addition, this method also encourages active student involvement in learning, improves academic evaluation results, and strengthens Islamic values in their daily lives. The conclusion of this study confirms that the scaffolding method is an effective approach in improving PAI learning outcomes and forming better student character. Thus, the application of this method is recommended for educators in teaching Islamic materials that require in-depth understanding. The scaffolding method has been proven to be effective in improving PAI learning outcomes and forming better student character. Therefore, the application of this method is recommended for educators in teaching Islamic material that requires a deep understanding.

Keywords: Scaffolding Method, Islamic Religious Education, Animal Slaughter Sharia, Learning, Tunas Bangsa Private Junior High School

INTRODUCTION

Islamic Religious Education (PAI) learning has an important role in shaping students' character and understanding of Islam. One of the aspects taught in PAI is to love animals in the context of slaughter law. A deep understanding of this concept is very necessary so that students can understand that Islam teaches compassion for living beings, including in the slaughter process which is carried out in the correct manner and in accordance with sharia. However, the reality is that there are still many students who do not understand the basic principles in slaughtering animals according to Islam. This is due to various factors, such as a lack of in-depth understanding, less interesting teaching methods, and limited time in the learning process. Therefore, learning strategies are needed that can help students understand this material better, one of which is the scaffolding method.

The scaffolding method is a learning approach that provides gradual guidance to students until they are able to learn independently. With this method, teachers provide support slowly until students are able to develop their own understanding of the material being studied. The application of the scaffolding method in PAI learning allows students to be more active in understanding the concept of animal slaughter in accordance with Islamic teachings. A number of previous studies have shown that the scaffolding method is effective in increasing student engagement and understanding in various fields of study, including Islamic Religious Education (Hidayat & Fauzan, 2023). This method has also been proven to be able to improve critical thinking skills and form an empathetic attitude towards living things (Rahman & Nurhayati, 2022). Therefore, this study was conducted to analyze the effectiveness of the scaffolding method in improving PAI learning outcomes related to animal slaughter at Tunas Bangsa Private Junior High School.

In addition to the effectiveness of the scaffolding method, this study also seeks to identify obstacles that may arise in its application. Some of the challenges faced include limited learning time, teachers' readiness to implement scaffolding, and variations in student understanding levels. To overcome this challenge, the right strategy is needed so that the implementation of scaffolding can run optimally. This research is expected to contribute to the development of more effective PAI teaching methods, especially in increasing students' understanding of animal loving material in the slaughter law. By understanding the scaffolding method and its implications, educators can more easily apply this strategy to improve the quality of learning.

Thus, this study aims to analyze the effectiveness of the scaffolding method in improving PAI learning outcomes, assess the extent to which this method can foster students' empathy and responsibility attitudes towards living things, and identify challenges and solutions in its application at Tunas Bangsa Private Junior High School. Islamic Religious Education (PAI) plays an important role in shaping students' character and faith, especially in providing a deep understanding of Islamic teachings. At Tunas Bangsa Private Junior High School, PAI learning is a means to teach religious values and life ethics in accordance with Islamic law. One of the important materials in PAI is about animal slaughter from an Islamic perspective, where in Islamic teachings there are provisions that must be considered so that slaughter is carried out in a humane and sharia way, as well as showing affection for animals. However, understanding this concept is not always easy for students. Therefore, an effective approach is needed to improve learning outcomes, one of which is by using **the scaffolding method**.

METHODS

This study employs a qualitative approach with the case study method to analyze the application of the scaffolding method in Islamic Religious Education (PAI) learning. Conducted at Tunas Bangsa Private Junior High School, the research focuses on animal-loving material in the

slaughter law. Data collection techniques include observation, interviews, and documentation to gain an in-depth understanding of the scaffolding method's application in the learning process. The primary data sources consist of PAI teachers who implement the scaffolding method and students who participate in its application, while secondary data includes the PAI curriculum and syllabus, student learning records before and after the method's implementation, and previous literature relevant to scaffolding in learning. The data obtained is analyzed using qualitative descriptive analysis techniques, which involve data reduction to select, simplify, and organize relevant information, data presentation in the form of a descriptive narrative to illustrate the method's application, and drawing conclusions to interpret findings, answer research objectives, and provide recommendations. Through this approach, the study aims to present a clear picture of the scaffolding method's effectiveness in enhancing students' understanding and learning outcomes.

RESULTS

This study found that the **scaffolding** method has a significant influence on students' understanding of animal loving material in the slaughter sharia at Tunas Bangsa Private Junior High School. This method helps students understand concepts gradually with the support of teachers until they are able to learn independently. In the learning process, students show increased active participation, better understanding, and a more positive attitude towards the material taught. From the observation results, it was found that students were more enthusiastic in attending lessons after the scaffolding method was applied. Teachers provide gradual guidance through discussions, demonstrations, and questions and answers. Initially, many students found it difficult to understand the concept of sharia animal slaughter, but after being given support gradually, they began to be able to explain the concept well.

The results of **interviews** with teachers showed that this method had a positive impact on learning. The teacher stated that students who were previously passive became more active in asking questions and discussing. Some students who usually do not understand the concept of Islam, especially in the context of animal slaughter, begin to show increased understanding after receiving systematic guidance. Data obtained from **the documentation** of students' academic scores before and after the application of the scaffolding method also showed an improvement. Before this method was applied, the average score of students in this material was in the fair category (around 65-75). After the scaffolding method was applied, the average score increased to the good category (around 80-90). This shows that this method not only improves understanding but also has a positive impact on students' academic achievement.

The following is a **comparison table of student grades before and after the application of the scaffolding method**:

It	Student Name	Before Value (Scale 100)	After Score (Scale 100)	Categories Improvement
1	Ahmad	70	85	Increase
2	Siti	75	88	Increase
3	Mind	65	80	Increase
4	Rina	72	86	Increase
5	Dawn	68	82	Increase

In addition to increasing academic scores, it was also found that there was a change in students' attitudes towards learning. From the results of the observation, students became more concerned about living things and understood the importance of slaughtering animals in accordance with Islamic law. They also showed a more empathetic attitude towards animals,

which had previously been underappreciated in conventional learning. To ensure the validity of the research results, data **verification** was carried out using **source and method triangulation techniques**. Source triangulation was carried out by comparing the results of teacher interviews, classroom observations, and student grade documentation. Meanwhile, triangulation methods are carried out using various data collection techniques such as direct observation, interviews, and analysis of learning documents.

From the results of data analysis, it can be concluded that the **scaffolding** method is an effective learning strategy in improving students' understanding of complex Islamic materials. This increase can not only be seen from the cognitive aspect (academic grades), but also from the affective aspect (attitude towards animals and Islamic law). Thus, this method is recommended for PAI teachers to be applied in other learning that requires gradual and in-depth understanding. As a recommendation, schools can provide training to teachers to better understand and apply the scaffolding method optimally. In addition, further research is needed to see how this method can be applied to other materials in Islamic Religious Education as well as in other subjects. With these findings, it is hoped that Islamic religious education can be more interesting, effective, and have a more real impact on students' lives. The scaffolding method not only helps students understand the material better, but also forms stronger Islamic characters and values in their daily lives.

DISCUSSION

Based on the results of the research, the application of the scaffolding method in learning Islamic Religious Education (PAI) has been proven to be able to increase students' understanding of the sharia of animal slaughter and form an empathetic attitude towards living things. In the learning process, gradual support from teachers makes it easier for students to understand the concepts taught. In addition, this method also increases students' activeness in discussing and asking questions, thereby creating a more interactive learning environment.

The success of the scaffolding method can be seen from several indicators, such as increased academic grades, active participation of students in learning, and changes in their attitudes towards the material taught. Data from observations showed that students were more interested in participating in learning and were able to explain concepts better than before this method was applied. The results of interviews with teachers showed that this method helped students understand the material more systematically. The teacher stated that with scaffolding, students who initially had difficulty understanding the concept of slaughter sharia are now able to master the material well. Teachers also see an improvement in the way students connect learning with daily life, especially in understanding the importance of halal and ethical animal slaughter.

In addition, the documentation of academic grades shows an increase in the average grade of students after the application of the scaffolding method. Before this method was applied, the average score of students was in the fair category (65-75), while after the implementation, the average score increased to the good category (80-90). These data show that the scaffolding method not only helps conceptual understanding but also improves students' academic outcomes.

To ensure the accuracy and reliability of the research results, data validation was carried out using **source and method triangulation** techniques. Source triangulation was carried out by comparing data obtained from observations, teacher interviews, and documentation of students' academic scores. Meanwhile, the triangulation method **is** used by applying various data collection techniques, namely direct observation, interviews, and analysis of learning documents. In addition to triangulation, member checking was also carried out by asking for feedback from teachers and several students regarding the results of the research. Teachers confirmed that the scaffolding method has a positive impact on learning, especially in gradually improving students' understanding. Students also stated that they had an easier time understanding the material compared to conventional learning methods.

The validation results show that the data obtained from various sources are consistent and support the conclusions of the research. Classroom observations that showed an increase in student participation were in line with the teacher's statement in the interview that confirmed that students were more active and understood the material better after the application of the scaffolding method. In addition, the comparison of academic scores before and after the application of this method shows a significant improvement trend. This confirms that scaffolding contributes significantly to improving student understanding and learning outcomes. Thus, this study confirms that the scaffolding method is an effective approach in learning PAI. The application of this method not only has an impact on improving conceptual understanding but also helps students develop a better attitude in daily life. Therefore, it is recommended that the scaffolding method be applied more widely in learning, especially in materials that require in-depth and gradual understanding.

CONCLUSION

Based on the results of the research, it can be concluded that the scaffolding method is an effective approach in improving the learning outcomes of Islamic Religious Education (PAI) on animal-loving material in the slaughter law at Tunas Bangsa Private Junior High School. The application of this method provides gradual support to students until they are able to understand concepts independently. The study showed that students became more active in learning, found it easier to understand the material, and developed an empathetic attitude towards living things. From an academic perspective, the scaffolding method has been proven to enhance students' conceptual understanding and learning outcomes, as evidenced by an increase in academic scores, with the average student score rising from the fair to good category. Students who previously struggled with the material are now able to explain the concept of slaughter sharia more effectively and relate it to Islamic values in daily life. Several key findings highlight the effectiveness of this method, including increased student understanding, greater participation and motivation, positive attitude changes, and improved academic outcomes. The scaffolding method encourages students to be more engaged in discussions, ask more questions, and interactively participate in learning, leading to both intellectual and moral development. Academically, this research contributes to the development of more effective learning strategies in PAI by demonstrating that step-by-step support enhances comprehension and academic performance. Socially, it fosters students' awareness of animal care within Islamic law, promoting environmental consciousness and ethical behavior. By instilling strong Islamic values, this method helps shape a generation that is more aware of religious teachings and human values. Overall, this study provides valuable insights for educators in developing more effective and meaningful learning strategies. The scaffolding method is recommended not only for PAI learning but also for other subjects requiring a gradual approach to help students achieve deeper and independent understanding.

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