

The Application of the Scaffolding Method in Improving the Learning Outcomes of Islamic Religious Education with the Material on the Dangers of Consuming Liquor, Gambling And Quarrels tt Junior High School 1 Wampu

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Abstract:

This study aims to examine the application of the Scaffolding method in improving the quality of Islamic Religious Education (PAI) learning on the dangers of consuming liquor, gambling, and quarrels at SMP Negeri 1 Wampu. The Scaffolding method is applied by providing guidance gradually, starting from giving directions, concrete examples, to reducing assistance as students' understanding increases. This approach helps students build knowledge independently and more deeply. This study uses a qualitative approach with observation, interview, and documentation techniques as data collection tools. The research subjects involved grade VIII students and PAI teachers as the main informants. The results show that the Scaffolding method is able to gradually improve students' understanding, encourage active participation in class discussions, and strengthen moral awareness to avoid deviant behavior. Students become more critical in relating learning materials to daily life, while teachers are easier to direct the learning process according to individual needs. The conclusion of this study confirms that the Scaffolding method is not only effective in improving learning outcomes, but also shaping students' character in accordance with Islamic values. The application of this method is suggested as an innovative strategy to optimize contextual and meaningful PAI learning.

Keywords: Scaffolding, Islamic Religious Education, Liquor, Gambling, Quarrel, Active Learning

INTRODUCTION

Islamic Religious Education (PAI) has an important role in building the character and morals of students. One of the important aspects taught is the dangers of drinking, gambling, and fighting. This material is designed to instill moral values and increase students' awareness of the negative impact of such behavior. However, in reality, many students have not been able to internalize these values optimally. This phenomenon can be caused by a learning approach that is less interactive and relevant to student reality. The dominant lecture method tends to make students passive and less actively involved in learning. As a result, students' understanding becomes shallow and there is no expected change in attitude (Rahmawati, 2021).

To overcome this challenge, innovation is needed in PAI learning methods. One of

the approaches that can be applied is the scaffolding method, which was developed based on Jerome Bruner's theory. This method provides gradual guidance according to the needs of students, allowing them to build understanding independently (Bruner, 1976). Previous research has shown that scaffolding is able to increase learning effectiveness. For example, a study conducted at MTs As-Syifa Karang Sari South Lampung found that students who studied with scaffolding experienced a significant increase in understanding of fiqh material (Nasution, 2022).

The scaffolding method not only improves the understanding of concepts, but also encourages students to be more active in the learning process. Through proper guidance, students are encouraged to think critically and relate learning materials to real experiences (Fauzan, 2020). This is important to help students realize the adverse effects of negative behavior in everyday life. In its implementation, the success of scaffolding is highly dependent on the role of the teacher. Teachers need to identify the student's proximal developmental zones to provide appropriate support (Vygotsky, 1978). This means that teachers must be sensitive to the individual needs of students and adjust the level of guidance flexibly.

In addition to teachers, the support of the school environment and parents also plays an important role. Good collaboration between teachers, students, and parents can create a conducive learning environment. With this support, it is easier for students to develop positive characters and stay away from behaviors that are contrary to religious teachings (Anwar, 2023). The scaffolding process also involves the use of case studies and group discussions to deepen students' understanding. For example, students were invited to analyze real cases related to the impact of alcohol and gambling on society. These discussions allow students to relate the material to their social reality.

Furthermore, scaffolding encourages students to be more independent in learning. Gradual guidance allows students to feel confident when successfully completing assignments without full help from the teacher. This strengthens their intrinsic motivation to keep learning. The use of scaffolding also has a positive impact on academic outcomes. Data from the study showed an increase in students' average scores after this method was applied, indicating the success of scaffolding in improving students' conceptual and analytical understanding.

In addition to academic results, student participation in the learning process has also increased significantly. If previously students tended to be passive, after the implementation of scaffolding, they become more active in asking questions and engaging in class discussions. To measure the effectiveness of this method, the study used data triangulation techniques, including observation, interviews, and document analysis. As a result, a strong consistency was found between observation and interview data, strengthening the validity of the findings (Rahmawati, 2021).

Teachers involved in the study also admitted that scaffolding made it easier for them to identify students' learning difficulties. When students have difficulty understanding certain concepts, teachers can instantly adjust the level of guidance, ensuring students don't feel trapped. More than just a learning technique, scaffolding is an important bridge to link theory with practice. Students not only memorize concepts, but are also able to apply them in real contexts, reinforcing the relevance of PAI materials in daily life. This method also builds the habit of reflection in students. After completing the assignment, students are invited to reflect on their learning process, identify the challenges they face, and formulate solutions.

This reflection is important for building moral awareness and personal responsibility. For example, after studying the negative impact of arguments, students tend to be more careful in interacting and avoiding unnecessary conflicts. From the teacher's side, scaffolding provides valuable insights into classroom dynamics. Teachers can see patterns of student difficulty, evaluate the effectiveness of teaching strategies, and make more targeted adjustments. The success of this method cannot be separated from the joint commitment between teachers, students, and the school. With open communication and ongoing support, the implementation of scaffolding can be an integral part of a more progressive learning culture.

Overall, this study proves that the scaffolding method is an effective learning

strategy to increase students' conceptual understanding, active participation, and moral awareness in PAI learning. With innovations that continue to develop, this method has the potential to become a learning model that can be widely applied. This is in line with efforts to strengthen character education and build a young generation who are intelligent and have noble character.

Therefore, it is important for educators to continue to develop their skills in implementing scaffolding. Through training and collaboration, teachers can be more confident in adapting this method according to the needs of students. With continuous application, the scaffolding method has the potential to be an important catalyst in realizing education that is not only academically oriented, but also in the formation of students' character and morals.

METHODS

This study uses a qualitative approach with primary and secondary data sources. Primary data was obtained through in-depth interviews with Islamic Religious Education (PAI) teachers and grade VIII students at SMP Negeri 1 Wampu. Direct observation in the learning process is also carried out to see the application of the Scaffolding method in real life in the classroom. Meanwhile, secondary data was collected from textbooks, scientific journals, and curriculum documents relevant to the material on the dangers of consuming alcohol, gambling, and quarrels.

Data Collection Techniques. Data is collected through three main techniques: Observation: Observing learning activities, student-teacher interactions, and student participation when discussing the material. Interviews: Conduct structured interviews with PAI teachers to understand Scaffolding implementation strategies and semi-structured interviews with students to find out their experiences and understanding after the learning process. Documentation: Collecting records of learning implementation, lesson plans, and student learning evaluation results.

The observation process is carried out during three learning cycles to get a comprehensive picture. Teachers gradually reduce guidance as students begin to show improved comprehension. These observations help identify challenges that arise during the implementation of Scaffolding, such as students' difficulties in relating the material to daily life. Interviews with teachers revealed that the Scaffolding method allows students to learn more actively and independently. Teachers find it easier to direct students because they gradually build their own understanding through discussion and problem-solving. On the other hand, interviews with students showed that they were more motivated to learn because they felt supported gradually without feeling overwhelmed.

Documentation in the form of lesson plans and student evaluation results were analyzed to see the development of student understanding before and after the application of the Scaffolding method. The results of the evaluation showed an increase in the average score of students by 20%, indicating that this method is effective in improving learning outcomes. In addition, data from curriculum documents help align the application of Scaffolding with PAI learning objectives. Teachers can design activities that are relevant to the material and closer to the social reality of students, such as case studies on the social impact of alcohol and gambling in society.

Data triangulation steps are carried out to validate the research findings. Data from observations, interviews, and documentation were compared to ensure the consistency and accuracy of the research results. For example, if students report that group discussions help their understanding, this is confirmed through observation notes and evaluation results that show an improvement in scores.

With this in-depth qualitative approach, the research successfully revealed that the Scaffolding method not only improves students' cognitive understanding, but also strengthens their attitudes and moral awareness. This approach has proven to be relevant and applicable

to PAI learning that emphasizes character building.

Overall, the application of the Scaffolding method with the support of observation, interviews, and documentation provides rich insights into the student learning process. The data collected provide a solid basis for concluding that scaffolding is an effective and relevant strategy for improving the quality of PAI learning, especially in materials related to moral and social behavior. The data was analysed using Miles and Huberman's interactive analysis techniques involving three main stages: Data Reduction: Simplify the data obtained by sorting out information relevant to the focus of the research. Data Presentation: Organize data in the form of narratives, tables, or charts to make it easier to understand the research findings. Drawing conclusions: Interpreting the results of the analysis to answer the research objectives and evaluate the effectiveness of the Scaffolding method in improving students' understanding of PAI material. The analysis process is carried out on an ongoing basis to ensure the validity of the data. Triangulation of sources and methods is also applied to confirm the validity of research findings.

Based on the results of observations, interviews, and documentation, it was found that the application of the Scaffolding method in Islamic Religious Education (PAI) learning at SMP Negeri 1 Wampu had a positive impact on students' understanding of the dangers of consuming alcohol, gambling, and quarrels. The learning process begins with intensive guidance by the teacher through concept explanations, case studies, and group discussions that lead students to build understanding gradually.

Most students showed increased participation and were more courageous in expressing their opinions when teachers provided gradual support. When teachers invite students to analyze the social impact of deviant behavior, students begin to relate the material to real events in their environment. For example, in group discussions, students actively discuss how alcohol consumption can trigger violence and damage social relationships.

Quantitative data showed an increase in the average score of students after the application of the Scaffolding method. The average score of students in the initial evaluation was 65, and gradually increased to 78 in the second cycle, and finally reached 85 in the third cycle. This improvement shows that the Scaffolding method is able to help students understand the material in a more in-depth and structured way.

Learning Cycle	Average Student Score	Percentage Increase
Before Scaffolding	65	-
Cycle 1	75	15%
Cycle 2	78	20%
Cycle 3	85	30%

From the table above, it can be seen that each learning cycle shows an increasing trend of student understanding. Teachers also reported that students became more confident in asking questions and answering analytical questions related to daily life.

In addition to the increase in academic scores, student participation in the learning process has also increased significantly. Before the implementation of the Scaffolding method, only about 40% of students were active in class discussions. After the method was implemented, the number of active students increased to 70% in the second cycle, and reached 85% in the third cycle.

Learning Cycle	Percentage of Active Students
Before Scaffolding	40%
Cycle 1	60%
Cycle 2	70%
Cycle 3	85%

This improvement indicates that the Scaffolding method not only enriches students' understanding but also motivates them to be more involved in the teaching and learning process.

To ensure the validity of the findings, data triangulation was carried out through observation, interviews, and document analysis. Observations showed an increase in student interaction as teachers gradually reduced guidance. Interviews with students confirmed that they found it easier to understand the material when given concrete examples and given space to discuss before working on assignments independently.

Teachers also stated that this method helps them identify students' learning difficulties more accurately. For example, when students are still struggling to understand the concept of gambling dangers, teachers provide additional scaffolding through relevant case studies, so that students can relate the material to the social realities around them.

In addition, the results of the documentation showed that students who were initially passive began to show significant development. For example, a student who had never previously asked a question began to actively participate in the discussion after the second cycle. The results of the joint reflection showed that students felt more motivated to learn because they were not immediately "released" in understanding complex material. They feel appreciated when teachers provide support, but also pride when they successfully complete assignments independently.

Students also report that this method makes it easier for them to remember the material because they learn it gradually, from simple to complex concepts. This strengthens students' memory and analytical skills. On the other hand, teachers feel that the Scaffolding method helps them better understand the individual learning needs of students. They can adjust the material and delivery methods to suit the learning speed of each student.

The final evaluation process showed that 90% of students achieved a score above the KKM after the third cycle, indicating the success of the application of this method in improving learning outcomes.

Overall, the application of the Scaffolding method has proven to be effective in increasing students' understanding of PAI material, especially about the dangers of liquor, gambling, and quarrels. This method not only improves academic outcomes, but also builds students' active participation, critical thinking skills, and moral awareness. With appropriate and gradual support, students are able to develop understanding independently and apply positive values in daily life. Therefore, the Scaffolding method deserves to be considered as a relevant learning strategy and has a positive impact on PAI learning.

To ensure the validity of the findings, triangulation of sources and methods was carried out. The data from the observation was compared with the results of teacher and student interviews to see the consistency of the pattern that emerged. For example, teachers stated that students who were initially passive became more active in discussions — these findings were consistent with classroom observations that noted an increase in the frequency of students asking questions and engaging in problem-solving.

In addition, student learning outcome documents before and after the application of the Scaffolding method were analyzed to measure comprehension progress. Further verification is carried out by holding a reflection session with teachers to evaluate the learning process and confirm the effectiveness of the strategies applied. With this approach, the research findings can be accounted for and provide an accurate picture of the impact of the Scaffolding method on PAI learning

DISCUSSION

To ensure the validity of the findings, this study applies data triangulation techniques through observation, interviews, and document analysis. This approach is used to verify that the increase in student understanding and participation is not just a result of chance, but is actually influenced by the application of the Scaffolding method.

During the observation, the researcher recorded the students' interactions in group discussions and how they responded to analytical questions from teachers. This data was then compared with the results of student interviews, which stated that gradual guidance made it easier for them to understand difficult material. In addition, the analysis of student learning outcome documents showed consistent improvement in scores in each learning cycle, which reinforced the findings from observations and interviews.

The validation results show that there is a strong consistency between the various data sources collected. For example, teachers reported that students who were previously passive became more daring to express their opinions after getting scaffolding. This is in line with observation data that shows a surge in student participation, from 40% to 85% in the third cycle.

Further, reflection together with teachers and students confirms that the Scaffolding method helps students relate theories to the realities of their lives. When teachers provide real case studies, students more easily understand the dangers of drinking, gambling, and fighting, so they are more critical in evaluating behaviors that are contrary to religious values.

In addition to reflection, the results of individual learning evaluations also strengthen the validity of these findings. Students who initially have difficulty understanding abstract concepts become more able to explain the material systematically. In fact, they began to apply positive values in their daily interactions, such as avoiding conflict and reminding each other about the dangers of deviant behavior.

Teachers stated that the Scaffolding method also helps them evaluate the effectiveness of teaching strategies. By observing the gradual development of students, teachers can rearrange their approach if certain difficulties are found, so that the learning process becomes more adaptive and responsive to student needs.

Further data analysis shows that this method not only improves the cognitive aspect, but also develops the affective aspect of the students. They become more concerned about their peers and more courageous in voicing their opinions when discussing moral issues relevant to daily life.

Meanwhile, follow-up interviews with students showed that they felt more motivated to learn because they felt supported by teachers and classmates. They feel that the learning process becomes more meaningful because they not only memorize the theory, but also understand its implications in real life.

Overall, this data validation provides a strong foundation that the Scaffolding method is an effective approach to improve students' understanding and character in PAI learning. By integrating gradual guidance and continuous reflection, this method can be a solution to the challenge of learning moral and religious values.

These findings reinforce the importance of student-centered pedagogic innovation.

The Scaffolding method not only provides positive results in an academic context, but also contributes to the formation of stronger and more integrity student character. Thus, this approach is worthy of further development and as an inspiration for other schools that want to optimize the learning process based on religious and moral values

CONCLUSION

This study shows that the application of the Scaffolding method in Islamic Religious Education (PAI) learning significantly increases students' understanding of the dangers of liquor, gambling, and quarrels at SMP Negeri 1 Wampu. Through gradual guidance tailored to students' needs, they are able to build a deeper understanding, relate the material to social reality, and develop critical thinking skills. The increase in students' average scores by 30% in three learning cycles is strong evidence that this method is academically effective.

Additionally, student participation in class discussions increases dramatically, creating a more dynamic and collaborative learning environment.

Academically, the Scaffolding method not only improves student learning outcomes but also enriches the learning process by increasing students' confidence and independence in completing analytical tasks. This approach allows students to gradually develop a more complex understanding, making them better prepared for future academic challenges.

In terms of social contribution, this research plays a role in shaping students' moral awareness to avoid deviant behavior that is contrary to religious teachings and social norms. Through reflection and discussion of real cases, students become more sensitive to the negative impacts of alcohol, gambling, and quarrels in their environment. This shows that learning not only has an impact in the classroom, but also influences student behavior in daily life, contributing to the creation of a younger generation with more morality and integrity.

To ensure the validity of the findings, this study applies data triangulation techniques through observation, interviews, and document analysis. This approach is used to verify that the increase in student understanding and participation is not just a result of chance, but is actually influenced by the application of the Scaffolding method.

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These findings reinforce the importance of student-centered pedagogic innovation. The Scaffolding method not only provides positive results in an academic context, but also contributes to the formation of stronger and more integrity student character. Thus, this approach is worthy of further development and as an inspiration for other schools that want to optimize the learning process based on religious and moral values.

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