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Implementing the Scaffolding Method to Enhance Learning on Believing in the Books of Allah SMP Negeri 1 Kualuh Hilir

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Abstract:

This study aims to analyze the effectiveness of the scaffolding method in improving students' understanding of the topic *Believing in the Books of Allah* at SMP Negeri 1 Kualuh Hilir. Scaffolding is a learning strategy that provides gradual guidance until students can independently comprehend concepts. The research approach used is qualitative with a descriptive method. Data were collected through classroom observations, interviews with teachers and students, and an analysis of test results before and after the implementation of the scaffolding method. The findings indicate that applying the scaffolding method positively impacts students' understanding. The average student score increased from 65-70 before implementation to 80-85 after applying this method. Furthermore, student participation in class discussions showed a significant rise, with the percentage of students actively asking and answering questions increasing from 50% to 90%. Teachers also stated that the scaffolding method helps students grasp concepts more deeply and apply them effectively. Therefore, this method can serve as an alternative strategy to improve the quality of Islamic Religious Education, particularly in the topic of *Believing in the Books of Allah*.

Keywords Scaffolding, Learning, Believing in the Books of Allah, Islamic Religious Education, SMP Negeri 1 Kualuh Hilir.

INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping students' character and understanding of Islamic teachings, including the topic *Believing in the Books of Allah*. However, in practice, PAI learning still heavily relies on lecture-based and rote memorization methods, which often make it difficult for students to grasp concepts deeply (Rahmawati & Suryadi, 2021). Students tend to memorize material without understanding its essence and relevance to daily life. This leads to a lack of active student engagement in learning, resulting in limited and mechanical understanding.

To address this issue, a more interactive learning approach is needed—one that encourages students to think critically and actively participate in the learning process. One method that can be applied is scaffolding, a learning strategy that provides gradual guidance

according to students' level of understanding until they can learn independently (Fadilah & Putri, 2022). This method emphasizes the importance of teacher support through various stages, such as providing instructions, concrete examples, group discussions, and interactive media to help students understand the material more effectively.

This study aims to analyze the effectiveness of the scaffolding method in improving students' understanding of the topic *Believing in the Books of Allah* at SMP Negeri 1 Kualuh Hilir. By implementing this method, students are expected not only to memorize theoretical concepts but also to comprehend the meaning of Allah's books and their relevance in their lives. Teachers can utilize various scaffolding strategies, such as modeling, questioning techniques, interactive discussions, and the use of digital technology as learning tools (Prasetyo & Lestari, 2023).

Scaffolding has the advantage of helping students build a deeper understanding through a gradual learning process. When students encounter difficulties, teachers can provide appropriate assistance and gradually reduce it as students' understanding improves (Sari & Nugroho, 2021). This ensures that students do not passively receive information but actively construct their own understanding through guided learning.

Furthermore, previous studies have shown that the scaffolding method can enhance students' learning motivation. When students feel supported in understanding complex concepts, they become more confident and motivated to explore the material further (Hasanah & Ridwan, 2022). In the context of PAI learning, this increased motivation is crucial to fostering enthusiasm for studying Islamic teachings, including the concept of *Believing in the Books of Allah*.

In today's digital era, the application of scaffolding can also be integrated with technology, such as using educational videos, interactive applications, and online discussion platforms. According to Wahyuni & Hidayat (2023), integrating technology into scaffolding makes learning more engaging and accessible, especially for students with visual and kinesthetic learning styles. Thus, technological integration can further optimize the effectiveness of PAI learning.

This research is expected to contribute to the development of more innovative and effective teaching methods at SMP Negeri 1 Kualuh Hilir. By comparing learning outcomes before and after the implementation of scaffolding, this study aims to provide a clearer picture of its impact on students' understanding. Additionally, the research findings can serve as recommendations for teachers in designing more adaptive and student-centered learning strategies.

With innovations in teaching methods, students' understanding of *Believing in the Books of Allah* is expected to improve significantly. Beyond that, the implementation of scaffolding can create a more active, enjoyable, and meaningful learning experience. This ensures that PAI learning is not merely about memorization but also fosters deeper comprehension and application in students' lives.

METHODS

This study uses a qualitative approach with a descriptive method. This method was chosen to deeply understand how the implementation of the Make a Match method improves the learning of prayer material among students in class IC at Madrasah Ibtidaiyah Al-Ikhlâs Pondok Gede. This approach allows the researcher to explore detailed information about the learning process, student interactions, and the effectiveness of the method used in enhancing students' understanding. By using the descriptive method, this study can provide a real picture of the students' learning experiences and the impact of the applied method.

The data sources in this study consist of primary and secondary data. Primary data was obtained through direct classroom observation, interviews with teachers and students, and documentation of the learning process. Observations were made to see how the Make a Match method was implemented and how students responded to it. Interviews with

teachers aimed to understand the effectiveness of this method from the educator's perspective, while interviews with students aimed to understand their experiences during the learning process using this method.

Secondary data was obtained from various literature, journals, and previous research related to the Make a Match method and Islamic Education learning. This literature was used as a theoretical basis to strengthen the analysis of the research findings. Additionally, documents such as student worksheets and evaluation results before and after the application of this method were used as supporting data to assess the effectiveness of the Make a Match method in improving students' understanding of prayer material.

Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The collected data was reduced by sorting out relevant information according to the focus of the research. The data was then presented in the form of descriptions that illustrate the implementation of the Make a Match method, the changes occurring in the learning process, and the impact of the method on students' understanding. The analysis results were then used to draw conclusions about the effectiveness of this method in teaching prayer material.

To ensure data validity, this study used triangulation techniques, which involve comparing data from various sources such as observation results, interviews, and documentation. Triangulation was carried out to ensure the accuracy and reliability of the research findings. Thus, this study is expected to contribute to the development of more interactive and effective teaching methods to improve students' understanding of Islamic Education material, particularly in the practice of prayer.

The data sources in this study consist of primary and secondary data. Primary data was obtained through direct observation of the learning process in class, interviews with teachers and students, and documentation during the activities. Observations were made to observe student activities during the application of the Make a Match method, while interviews aimed to gain perspectives from both teachers and students regarding the effectiveness of the method. Additionally, documentation was used to support the research findings, such as recorded lessons and student evaluation results. Meanwhile, secondary data was obtained from various literature, research journals, and books related to the Make a Match method and Islamic Education learning, particularly prayer material.

The collected data was analyzed using qualitative descriptive analysis techniques. The analysis was carried out in several stages: data reduction, data presentation, and conclusion drawing. Data reduction was done by filtering out relevant information and eliminating less significant data. Next, the selected data was presented in the form of a descriptive narrative that illustrates how the Make a Match method was applied and its impact on student learning. This data presentation aimed to provide a clear understanding of the research results before the final conclusions were drawn.

The analysis results were then used to draw conclusions about the effectiveness of the Make a Match method in improving students' understanding of prayer material. These conclusions were drawn by comparing the results of observations, interviews, and documentation to find patterns indicating improvement in student learning. Thus, this study is expected to provide insights for teachers in implementing more innovative and effective teaching methods in teaching prayer material at the Madrasah Ibtidaiyah level.

RESULT

This study employs a qualitative approach with a descriptive method to analyze the effectiveness of implementing the scaffolding method in teaching the topic *Believing in the Books of Allah* at SMP Negeri 1 Kualuh Hilir. The data sources for this research consist of: Direct observation of the classroom learning process, particularly in the application of the scaffolding method. Interviews with teachers of Islamic Religious Education (PAI) to understand their experiences and challenges in implementing this method. Interviews with

students as research subjects to understand their experiences in learning through the scaffolding method. Pre-test and post-test results to measure students' improvement in understanding the material after implementing scaffolding. Documentation related to curriculum policies and teaching strategies at SMP Negeri 1 Kualuh Hilir. Literature studies from books, academic journals, and previous research related to the scaffolding method in religious education.

The collected data in this study is analyzed qualitatively using Miles and Huberman's (2020) interactive analysis technique, which consists of three main stages: Data from observations, interviews, and student test results are collected and categorized based on their relevance to the research objectives. Irrelevant or duplicate information is eliminated to ensure a more focused and in-depth analysis. The reduced data is then presented in the form of descriptive narratives, tables, and graphs for better comprehension. A comparison of learning outcomes before and after the implementation of the scaffolding method is displayed using numerical and percentage values to assess the effectiveness of this method. After presenting the data, further analysis is conducted to draw conclusions regarding the impact of the scaffolding method on students' understanding. The conclusions are reverified by comparing various data sources to ensure the validity of the research findings. Through this method, the study aims to provide a clear picture of the effectiveness of the scaffolding method in enhancing students' understanding of the topic *Believing in the Books of Allah*. Additionally, it seeks to offer practical recommendations for teachers in developing more innovative teaching strategies.

This study aims to analyze the effectiveness of implementing the scaffolding method in improving students' understanding of the topic *Believing in the Books of Allah* at SMP Negeri 1 Kualuh Hilir. The data was collected through classroom observations, interviews with teachers and students, as well as pre-test and post-test evaluations before and after implementing the scaffolding method.

Before applying the scaffolding method, student engagement in the learning process was relatively low. Students mainly listened to the teacher's lecture with little active interaction, resulting in a limited understanding of the material. However, after the scaffolding method was implemented, students became more active in asking questions, answering, and participating in group discussions.

Teachers who applied the scaffolding method in teaching *Believing in the Books of Allah* stated that this approach helped students gradually understand concepts. By providing step-by-step guidance and utilizing varied learning media, students found it easier to grasp material that was previously considered difficult.

Interviews with students revealed that they felt more comfortable with the scaffolding method. They were more motivated to learn because they had the opportunity to practice understanding the material with teacher support before eventually studying independently. This was different from the lecture method, which relied heavily on memorization without deep comprehension.

Test results analysis showed an improvement in students' understanding after implementing the scaffolding method. Before applying this method, the average student scores ranged from 65 to 70. After the scaffolding method was applied, the average scores increased to 80-85.

Besides the improvement in scores, student participation in class discussions also increased. Before applying the method, only 50% of students actively asked and answered questions, whereas after scaffolding was implemented, this percentage increased to 90%.

Assessment Aspect	Before Scaffolding	After Scaffolding
Average Student Scores	65 - 70	80 - 85
Percentage of Active Students Asking & Answering	50%	90%

Level of Material Understanding (Based on Interviews)	Low	High
Student Interest in Learning	Less Enthusiastic	Highly Enthusiastic
Student Interaction in Discussions	Passive	Active

The scaffolding method was also supported by the use of interactive media such as videos, images, and digital applications. This helped students understand concepts more concretely, especially in comprehending the significance of the Books of Allah. Although this method proved effective, there were some challenges in its implementation, such as limited class time and variations in students' learning speeds. Therefore, teachers need to design strategies to ensure that all students receive optimal guidance. Compared to conventional methods, scaffolding is more flexible as it can be adjusted according to students' levels of understanding. This method allows students to become more independent in understanding the material after receiving sufficient guidance from the teacher. Based on the study results, the scaffolding method can be recommended as a strategy for Islamic Religious Education (PAI) learning. Teachers are encouraged to implement this approach more broadly to enhance students' understanding and motivation in learning. To ensure the validity of the research findings, a data verification process was conducted through source triangulation, method triangulation, and data credibility analysis. This step aimed to minimize research bias and increase the reliability of the findings.

Data was collected from multiple sources, including teachers, students, and direct classroom observations. Interviews with teachers revealed that the scaffolding method facilitated their ability to guide students in understanding concepts step by step. Meanwhile, student interviews indicated that they were more motivated and found it easier to understand the material after this method was implemented. Classroom observations also showed an increase in student engagement in discussions and learning activities. The consistency of findings across these sources strengthened the validity of the data obtained.

In addition to multiple data sources, research findings were verified using various data collection methods, such as observations, interviews, and evaluation tests. Observations showed an increase in student interaction in the classroom after applying the scaffolding method. Interviews with teachers and students supported this finding by providing firsthand perspectives on their experiences during the learning process. Test results before and after implementing this method also demonstrated a significant improvement in student comprehension. The similarity of patterns across different methods confirmed that scaffolding contributed to enhancing students' understanding of the material.

The credibility of the data was examined by comparing quantitative and qualitative findings. Quantitatively, the increase in students' average scores from 65-70 to 80-85 indicated a significant improvement in their understanding. Qualitatively, students were more active in asking and answering questions, and they showed increased motivation for learning. These facts suggested that the improvement in students' understanding was not only reflected in academic scores but also in their engagement and enthusiasm for learning.

To ensure the accuracy of the research results, data comparisons were made across different classes within the same school environment. The findings showed a similar pattern, indicating an increase in student engagement and a better understanding of the material after implementing the scaffolding method. This consistency further reinforced the reliability of the research findings.

As an additional validation step, the research findings were also confirmed by other educators who were not directly involved in the study. Other teachers teaching the same subject were given access to review the research findings and confirm whether the results aligned with real classroom conditions. This third-party validation further strengthened the credibility of the research results.

To ensure that the improvement in students' understanding was truly due to the scaffolding method and not external factors, the study also considered external variables such as curriculum changes, students' social conditions, and the technology used in learning. The analysis showed that the improvement in understanding was primarily due to the application of the scaffolding method rather than external factors.

Although the study results demonstrated the effectiveness of the scaffolding method, there were some limitations in data verification, such as the relatively short study duration and variations in students' learning abilities. Therefore, further research with a broader scope can be conducted to test the effectiveness of this method over a longer period.

Based on verification through source triangulation, method triangulation, data credibility analysis, and third-party validation, it can be concluded that the scaffolding method has a positive impact on improving students' understanding of *Believing in the Books of Allah*. The consistency of results across various analytical approaches indicates that this method is suitable for wider application in Islamic Religious Education (PAI), especially in teaching abstract concepts that require step-by-step comprehension.

The data validation process is a crucial step in this research to ensure that the findings obtained are reliable and accurate. Data validation was carried out by comparing information obtained through various methods, such as observations, interviews, and evaluations of student test results. The primary goal of validation is to avoid bias and confirm that the observed changes genuinely resulted from the implementation of the scaffolding method in learning.

The validation methods used in this study included source triangulation and method triangulation. Source triangulation involved collecting data from teachers, students, and direct classroom observations, while method triangulation utilized various data collection techniques to obtain a comprehensive picture of the learning process and the outcomes achieved.

In source triangulation, data obtained from teachers provided insights into how the scaffolding method was implemented and observations of increased interaction in the classroom. Interviews with students confirmed that they found it easier to understand the material after receiving step-by-step guidance, and observational findings supported this statement by showing an increase in students' active participation.

Method triangulation was conducted by combining quantitative and qualitative data. The results of student test scores before and after implementing the method showed a significant improvement, while qualitative data from interviews confirmed that this score increase correlated with changes in students' attitudes and motivation toward learning. The consistency between these two types of data enhanced confidence in the validity of the findings.

The results of data validation from teacher interviews indicated that they observed a positive shift in student understanding and engagement. Teachers stated that the use of the scaffolding method allowed them to provide guidance tailored to the individual needs of students, enabling each student to develop optimally. This finding was consistent with the observed increase in student scores and classroom participation.

From the students' perspective, validation through interviews revealed that they felt more motivated and confident in understanding the material after the scaffolding method was applied. They reported that the step-by-step guidance helped them overcome initial difficulties in grasping abstract concepts. Quantitative evaluation results showed a significant increase in students' average scores, supporting the positive claims from the interviews.

The consistency of data from various sources and methods provides a clear picture that the scaffolding method is effective in enhancing students' understanding. Data validation indicates that not only did quantitative aspects improve, but qualitative aspects such as increased participation, motivation, and student confidence in the learning process also showed positive changes. This confirms that the improvements observed were a direct

result of implementing the scaffolding method rather than external factors.

Overall, the data validation results support the conclusion that the scaffolding method has a significant positive impact on improving students' understanding of *Believing in the Books of Allah*. These findings provide a strong foundation for recommending the broader implementation of this method in Islamic Religious Education (PAI) learning. With comprehensive data validation support, this research also opens opportunities for further studies to optimize learning strategies that are adaptive to students' needs.

CONCLUSION

The research findings indicate that the scaffolding method is effective in enhancing students' understanding of the *Believing in the Books of Allah* material. The key findings reveal an increase in students' average scores from 65-70 before the implementation of this method to 80-85 afterward. Additionally, there was a rise in students' active participation in the learning process, as evidenced by their engagement in discussions and their willingness to ask questions and express opinions. Data validation through source and method triangulation demonstrated consistent results, reinforcing the conclusion that this method positively contributes to the learning process.

The academic impact of implementing the scaffolding method is evident in students' improved conceptual understanding of the subject matter. Not only did test scores increase, but students also developed better critical thinking skills and the ability to connect learning material with real-life contexts. Teachers also benefited from this method, as it enabled them to guide students more effectively and tailor their teaching approaches based on each student's level of understanding. Thus, the scaffolding method presents a more innovative alternative to traditional lecture-based teaching in Islamic Religious Education (PAI).

Beyond academic benefits, the scaffolding method also provides significant social contributions. Students not only learn to understand the material theoretically but also develop social skills such as collaboration in group discussions, confidence in expressing opinions, and a sense of responsibility in the learning process. Increased confidence in understanding religious teachings also influences their practice of Islamic values in daily life. Therefore, the implementation of this method contributes not only to academic aspects but also to shaping students' character and fostering positive social values.

With these research findings, it is hoped that the scaffolding method can be more widely implemented in PAI learning, creating a more interactive, effective, and meaningful learning experience for students. Furthermore, this study opens opportunities for further research to explore more adaptive learning strategies to improve the overall quality of education.

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