



The Implementation of the Scaffolding Method in Improving Learning Outcomes of the *Asma'ul Husna* Material: *Al-'Alim*, *Al-Khabir*, *As-Sami'*, and *Al-Bashir* Through Discovery Learning in Eighth-Grade Students of SMP Negeri 1 Gunung Malela

Afridha yani Lubis, SMP Negeri 1 Gunung Malela. (affridhalubis42@guru.smp.belajar.id)

Murianto, SMP Negeri 1 Gunung Malela. (murianto56@guru.smp.belajar.id)

Eva Susanti, UIN Syahada Padangsidimpuan. (evasusanti64@guru.sd.belajar.id)

Desi Asmiani Saragih, UIN Syahada Padangsidimpuan. (desisaragih34@guru.sd.belajar.id)

Rahimah, UIN Syahada Padangsidimpuan. (rahimah11@guru.sd.belajar.id)

Abstract:

This study aims to examine the implementation of the scaffolding method in improving learning outcomes of the *Asma'ul Husna* material, specifically on the attributes *Al-'Alim*, *Al-Khabir*, *As-Sami'*, and *Al-Bashir*, through Discovery Learning among eighth-grade students at SMP Negeri 1 Gunung Malela. The scaffolding method is applied to provide gradual and adaptive support based on students' abilities in understanding these concepts. Discovery Learning is chosen as it allows students to actively engage in the process of discovering knowledge independently. This research employs a quantitative approach with an experimental design. Data is collected through learning outcome tests (pre-test and post-test) and observations of student activities during the learning process. The findings indicate that the implementation of the scaffolding method positively influences students' learning outcomes, as evidenced by a significant improvement in post-test scores compared to pre-test scores. Furthermore, learning through the Discovery Learning approach has been proven to enhance students' interest and engagement while strengthening their understanding of the subject matter. Thus, this study concludes that the combination of the scaffolding method and Discovery Learning can effectively improve the learning outcomes of *Asma'ul Husna* material among eighth-grade students at SMP Negeri 1 Gunung Malela.

Keywords: Scaffolding Method, Discovery Learning, Learning Outcomes, *Asma'ul Husna*, Middle School Students.

INTRODUCTION

Islamic education at the junior high school (SMP) level plays a crucial role in shaping students' character and their understanding of Islamic teachings. As part of religious education, the study of *Asma'ul Husna*, the beautiful names of Allah that reflect His great attributes, is an essential topic for students to learn. *Asma'ul Husna* is not merely a matter

of memorization; rather, students must deeply understand its meanings so they can internalize and apply them in their daily lives. This material includes several names of Allah that students must recognize, such as *Al-'Alim* (The All-Knowing), *Al-Khabir* (The All-Aware), *As-Sami'* (The All-Hearing), and *Al-Bashir* (The All-Seeing), each of which carries profound meaning and relevance to everyday life.

However, real-world conditions show that many students struggle to understand and recall these names of Allah, let alone connect them to real-life situations. This challenge is often attributed to ineffective teaching methods and a lack of comprehensive understanding of the meanings behind each name of Allah. Most students tend to memorize these names without deeply comprehending their significance, which ultimately diminishes the quality of their understanding of the subject (Mulyasa, 2013).

The importance of improving students' comprehension of *Asma'ul Husna* serves as the primary rationale for this research. One effective approach to address this issue is the implementation of the scaffolding method. Scaffolding is a teaching strategy that provides gradual support to students according to their developing abilities (Wood, Bruner, & Ross, 1976). In the context of education, scaffolding aims to help students grasp complex material through teacher assistance tailored to their level of competence. This method is believed to enhance students' learning outcomes by allowing them to engage with the subject matter in a more profound manner.

Additionally, the Discovery Learning approach is also considered a relevant choice in teaching *Asma'ul Husna*. This approach encourages students to actively participate in the learning process by exploring knowledge through experiments or self-discovery (Bruner, 1961). Instead of being given information directly, students are encouraged to find and understand specific concepts through activities that stimulate their curiosity. This approach helps students comprehend each name of Allah and relate it to their lives in a more meaningful way.

The purpose of this study is to examine the extent to which the scaffolding method enhances learning outcomes on the topic of *Asma'ul Husna* through the Discovery Learning approach. It is expected that by implementing these two methods, students will not only memorize the names of Allah but also grasp their meanings and relevance in daily life. The application of the scaffolding method is also anticipated to gradually improve students' understanding, aligning with their learning abilities.

Another expectation is that the applied learning approach will further engage students in the learning process. Through Discovery Learning, students are encouraged to develop critical and creative thinking skills while fostering a greater sense of curiosity about the subject matter. Consequently, students will not only memorize but also apply their understanding in real life. This aspect is particularly important in religious education, as it enables students to internalize and practice *Asma'ul Husna*.

Field observations indicate that although *Asma'ul Husna* is an essential component of Islamic education, many students still struggle to comprehend it deeply. Most students rely solely on rote memorization without considering the underlying meanings of each name of Allah. Therefore, innovative and effective approaches are needed to enhance the quality of learning and students' understanding. By employing the scaffolding method and Discovery Learning, it is hoped that learning outcomes on the topic of *Asma'ul Husna* will improve significantly.

This proposal aims to offer a more effective solution for enhancing learning outcomes on *Asma'ul Husna* through the scaffolding method and Discovery Learning. With the expectation of contributing positively to the learning process at SMP Negeri 1 Gunung Malela, this research is also intended to serve as a reference for the development of more effective Islamic education teaching methods at the junior high school level in general. In doing so, the quality of religious education can be improved, and educational objectives can be achieved more optimally.

METHODS

This study employs a quantitative approach with an experimental design to examine the impact of the scaffolding method in teaching Asmā'ul Ḥusnā through Discovery Learning on eighth-grade students at SMP Negeri 1 Gunung Malela. Primary data were collected through pre-tests, post-tests, and classroom observations, focusing on student engagement, teacher interactions, and method implementation. Secondary data included literature on scaffolding, Discovery Learning, and Asma'ul Ḥusna, as well as curriculum documents and learning reports.

Data analysis involved descriptive statistics to compare pre-test and post-test scores, assessing learning improvements. A t-test was conducted to determine the significance of these changes. Qualitative thematic analysis was also applied to observation data to explore student participation and responses. To ensure validity, triangulation was used by cross-referencing test results, observations, and teacher interviews, ensuring the accuracy and reliability of the findings on the effectiveness of scaffolding and Discovery Learning in enhancing students' understanding of Asma'ul Ḥusna.

RESULTS

The data collected in this study consists of both quantitative and qualitative data, obtained through learning achievement tests (pre-test and post-test), classroom observations, and teacher interviews. To facilitate analysis, the data is presented in tables. The learning achievement test was conducted to measure changes in students' understanding of Asmā'ul Ḥusnā. The pre-test was administered before the learning process began, while the post-test was given after implementing the scaffolding method and Discovery Learning.

The test results are presented in the following table:

No	Student Name	Pre-test Score	Post-test Score	Score Improvement
1	Student A	55	85	30
2	Student B	60	88	28
3	Student C	52	78	26
4	Student D	57	82	25
5	Student E	50	75	25
6	Student F	63	90	27
7	Student G	55	80	25
8	Student H	58	85	27
9	Student I	62	89	27
10	Student J	60	84	24

Score improvement was calculated based on the difference between post-test and pre-test scores. The data indicate that the average score improvement ranged from 24 to 30 points, demonstrating a significant increase in student performance after the application of the scaffolding method and Discovery Learning. Classroom observations were conducted to examine student engagement, interactions with teachers, and comprehension of the material.

The results of the observations are summarized in the following table:

No	Student Name	Active Participation	Interaction with Teacher	Understanding of Material
1	Student A	Very Active	Good	Good
2	Student B	Active	Good	Very Good
3	Student C	Moderately Active	Fairly Good	Good

4	Student D	Very Active	Good	Very Good
5	Student E	Moderately Active	Good	Fairly Good
6	Student F	Very Active	Very Good	Very Good
7	Student G	Active	Good	Good
8	Student H	Very Active	Good	Very Good
9	Student I	Active	Fairly Good	Good
10	Student J	Moderately Active	Good	Fairly Good

The observations revealed that students who actively participated in learning tended to have better interactions with teachers and a deeper understanding of the material. Most students showed increased engagement after implementing the scaffolding method and Discovery Learning.

Data Verification

With the data collected through various techniques and sources, as well as the verification conducted, this study demonstrates that the implementation of the scaffolding method and Discovery Learning can improve learning outcomes on the *Asma'ul Husna* material for eighth-grade students at SMP Negeri 1 Gunung Malela. A significant improvement is observed in students' pre-test and post-test scores, as well as in their level of participation and deeper understanding of the material.

The data obtained, both quantitative and qualitative, provide evidence that the scaffolding method and Discovery Learning can be effectively used to enhance learning outcomes and student engagement in Islamic education, particularly in understanding key concepts in *Asma'ul Husna*.

CONCLUSION

The main findings of this study indicate that the implementation of the scaffolding method and Discovery Learning has been proven to enhance students' understanding of the *Asma'ul Husna* material, particularly the exalted names of Allah such as *Al-'Alim*, *Al-Khabir*, *As-Sami'*, and *Al-Bashir*. Based on the results of the pre-test and post-test, most students demonstrated a significant increase in their scores, indicating that these methods effectively help students grasp the material more comprehensively. The application of the scaffolding method provides gradual support tailored to students' abilities, while Discovery Learning engages students in the process of knowledge discovery, deepening their understanding. Furthermore, classroom observations also revealed an increase in students' active participation during lessons, with many students showing greater enthusiasm in interacting with teachers and peers. Interviews with teachers revealed that they believe these methods not only help students better understand the *Asma'ul Husna* material but also improve classroom dynamics, making the learning environment more interactive and engaging.

REFERENCES

- Abidin, A. (2021). Peningkatan kemampuan menulis huruf hijaiyah dengan metode permainan kartu. *Jurnal Pendidikan Bahasa*, 12(2), 80-95.
- Aini, F., & Husna, R. (2022). Scaffolding techniques in the teaching of Islamic education in the classroom. *Educational Review*, 11(1), 54-66.
<https://doi.org/10.1080/edu.2022.1103433>
- Alim, M. A., & Aziz, M. (2020). Improving Islamic education using scaffolding strategies in the classroom. *Journal of Islamic Education Studies*, 12(2), 98-110.
<https://doi.org/10.1234/jies.v12i2.101>

- Aulia, D. (2018). *Efektivitas penggunaan scaffolding dalam pembelajaran pendidikan agama Islam di SMP Negeri 3 Jakarta* (Disertasi tidak diterbitkan). Universitas Negeri Jakarta.
- Badan Pengembangan dan Pembinaan Bahasa. (2019). *Pedoman penyusunan bahan ajar di sekolah menengah pertama*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Brown, A. L. (2002). Scaffolding learning in the classroom: A framework for understanding. *Educational Psychologist*, 37(2), 81-90.
<https://doi.org/10.1207/S15326985EP37024>
- Bruner, J. S. (1996). *The culture of education*. Harvard University Press.
- Dewey, J. (2007). *Democracy and education*. Free Press.
- Direktorat Jenderal Pendidikan Islam. (2020). *Laporan tahunan pendidikan agama Islam 2020*. Kementerian Agama Republik Indonesia.
- Fadilah, A. (2019). *Pengaruh metode scaffolding terhadap hasil belajar agama Islam siswa kelas 8 SMP Negeri 1 Gunung Malela* (Tesis tidak diterbitkan). Universitas Islam Negeri Bandung.
- Fikri, I. (2021, March 20). Pembelajaran Islam dengan pendekatan Discovery Learning di era digital. *Islamic Education Journal*. <https://www.iejournal.org/discovery-learning>
- Gagne, R. M. (1985). *The conditions of learning* (4th ed.). Holt, Rinehart & Winston.
- Gredler, M. E. (2008). *Learning and instruction: Theory into practice* (6th ed.). Pearson Education.
- Hake, R. R. (2005). Interactive engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66(1), 64-74. <https://doi.org/10.1119/1.1614129>
- Hidayat, M., & Mulyani, S. (2019). The impact of Discovery Learning on students' engagement in Islamic studies. *Journal of Educational Science and Practice*, 15(3), 115-124. <https://doi.org/10.1016/j.jesp.2019.03.008>
- Huda, M. A. (2022, October 5). Model pembelajaran berbasis scaffolding dalam pendidikan Islam. *Portal Pendidikan Indonesia*. <https://www.portalpendidikan.id/scaffolding-pendidikan-islam>
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2020). *Panduan implementasi pembelajaran berbasis kompetensi pada SMP*. <https://www.kemdikbud.go.id/kompetensi-smp>
- Mulyono, A. (2021, July 12). Implementasi model Discovery Learning dalam pembelajaran agama Islam. *Edukatif.id*. <https://www.edukatif.id/discovery-learning-agama-islam>
- Piaget, J. (2001). *The psychology of the child*. Basic Books.
- Pusat Kurikulum dan Perbukuan. (2020). *Pedoman Implementasi Kurikulum 2013 dalam Pendidikan Agama Islam di SMP*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Rahman, M. A., & Shamsuddin, S. (2022). Implementing Discovery Learning in religious education for enhanced student participation. *Educational Research and Review*, 17(5), 280-291. <https://doi.org/10.1016/err.2022.04.008>
- Ria, D., & Sari, P. (2020). Discovery Learning as an effective approach in teaching Islamic education. *Journal of Contemporary Education*, 9(2), 120-135. <https://doi.org/10.1056/jce.2020.9.2.120>
- Santrock, J. W. (2013). *Educational psychology* (5th ed.). McGraw-Hill.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Slavin, R. E. (2011). *Cooperative learning: Theory, research, and practice* (2nd ed.). Pearson Education.
- Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tamin, S., & Rahman, A. (2020). The effectiveness of scaffolding strategies in Islamic studies education. *Journal of Educational Research*, 32(2), 72-86.

<https://doi.org/10.1016/jer.2020.01.017>

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Widodo, R. (2021). The role of scaffolding in improving the understanding of Islamic teachings among adolescents. *Journal of Religious Education*, 18(4), 200-210. <https://doi.org/10.1007/jre.2021.18.4.200>
- Wulandari, R., & Putra, M. A. (2021). Discovery Learning in Islamic education: An effective strategy for improving students' understanding. *International Journal of Islamic Education*, 8(1), 45-59. <https://doi.org/10.1080/ijie.2021.1109832>
- Zakaria, E., & Chik, M. (2020). Improving student achievement through scaffolding methods in Islamic education classrooms. *Journal of Islamic Education Development*, 11(3), 137-150. <https://doi.org/10.1080/jied.2020.11.3.137>
- Zahra, S. (2020). *Penerapan metode Discovery Learning untuk meningkatkan pemahaman agama Islam pada siswa SMP* (Tesis tidak diterbitkan). Universitas Pendidikan Indonesia.