



Optimization of Scaffolding Method in Aqidah Akhlak Learning to Improve Clean and Healthy Living Behavior of Students at MIS Nurul Huda

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ABSTRACT

Awareness of the importance of healthy and clean living is a fundamental aspect in basic education, especially in learning Aqidah Akhlak. However, there are still many students who do not understand and apply healthy living habits due to less interactive learning methods. This study aims to analyze the effectiveness of the scaffolding method in increasing awareness of healthy and clean living in grade 1 students of MI Nurul Huda. The research method used is a qualitative approach with data collection techniques through observation, interviews, and documentation. Data analysis was carried out thematically with the stages of data reduction, data presentation, and drawing conclusions. The results of the study showed that the scaffolding method was effective in increasing student understanding and participation. The application of techniques such as gradual guidance, group discussions, and direct practice helped students better understand the concept of cleanliness and health. In addition, the results of academic tests showed a significant increase in student understanding after this method was applied. The challenges faced include differences in student understanding levels, so that more varied learning strategies are needed. In conclusion, the scaffolding method can be an effective approach in instilling healthy and clean living values in students from an early age.

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Introduction

Awareness of the importance of healthy and clean living is a fundamental aspect in everyday life that needs to be instilled from an early age, especially in elementary education environments. In Islamic teachings, maintaining cleanliness and health is not only related to physical aspects, but also reflects good morals and is part of worship.

However, in reality, there are still many students who do not understand the importance of healthy and clean living habits and how to apply them in everyday life (Hasanah, 2022). This can be caused by learning methods that are less interactive, so that students are less actively involved in understanding and internalizing these values (Mulyadi, 2023).

One method that can be applied to increase students' awareness of healthy and clean living is the scaffolding method. This method is a learning approach that provides gradual guidance to students until they can understand and apply concepts independently (Slavin, 2021). This approach is based on the theory of the Zone of Proximal Development (ZPD) developed by Vygotsky, where students can achieve better understanding with help from more experts before finally learning independently (Arends, 2022). By using scaffolding, teachers can adjust learning strategies based on students' level of understanding, so that they can learn gradually and more effectively.

Several studies have shown that the implementation of the scaffolding method can help improve students' understanding by providing support in the form of directions, concrete examples, and group discussions that encourage students to think more critically (Lestari & Pratama, 2021). In addition, this method also has a positive impact on students' social and emotional development, because they are more confident in expressing their opinions and more active in collaborating with peers (Ramadhani, 2023).

In the context of learning Akidah Akhlak in grade 1 of MI Nurul Huda, the application of the scaffolding method in teaching healthy and clean living material is expected to help students understand the importance of maintaining personal and environmental cleanliness as part of Islamic values. Through techniques such as role-playing, discussion, and gradual guidance, students can more easily internalize healthy and clean living habits in their daily lives (Salsabila & Hidayat, 2023).

Based on this background, this study aims to optimize the scaffolding method in learning aqidah and akhlak to instill healthy and clean living behavior in grade 1 students of Mi Nurul Huda. It is hoped that the results of this study can be a reference in developing more interactive and effective learning methods in instilling moral and Islamic values in students from an early age (Rahman, 2023).

Methods

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly through observations of learning activities in class 1 of MI Nurul Huda, interviews with Akidah Akhlak subject teachers, and interactions with students to understand how the scaffolding method is applied in increasing awareness of healthy and clean living. In addition, documentation in the form of learning notes, student work

results, and video recordings or photos of classroom activities were used to support further analysis (Merriam & Tisdell, 2016). Meanwhile, secondary data were obtained from various literature, such as research journals, academic books, and previous references that discuss the scaffolding method in character education and learning moral values and cleanliness in the context of Islam (Creswell & Creswell, 2017). In addition to primary data, this study also uses secondary data obtained from research journals, reference books, and related academic documents that support the analysis of the effectiveness of the scaffolding method in learning moral values (Fauzan, 2021). This secondary data functions as a comparison and support for research results to be more valid and relevant to existing theoretical studies.

Data analysis in this study was conducted using thematic analysis techniques consisting of three main stages: data reduction, data presentation, and drawing conclusions (Braun & Clarke, 2006). The first stage, data reduction, was conducted by collecting and sorting data from observations, interviews, and documentation. Information that was not relevant or did not support the focus of the study was eliminated, while data related to the implementation of the scaffolding method and its impact on students' awareness of healthy and clean living were classified based on main themes, such as scaffolding techniques applied by teachers, student involvement in learning, and challenges faced in the learning process (Merriam & Tisdell, 2016).

The second stage, data presentation, is done by compiling classified information in the form of descriptive narratives. Data is presented by providing a detailed description of how the scaffolding method is applied in the classroom and how students respond to this approach. Data presentation also includes quotes from interviews with teachers and students to support research findings and provide direct perspectives from research participants. In addition, tables and diagrams can be used to clarify patterns found in the data, so that the relationship between scaffolding strategies and students' understanding of the concept of healthy and clean living can be seen more clearly (Creswell & Creswell, 2017).

The final stage, drawing conclusions, is done by comparing research findings with previous theories and studies to gain a more comprehensive understanding. The conclusions produced reflect the effectiveness of the scaffolding method in increasing awareness of healthy and clean living and the challenges that may be faced in its implementation. To ensure the validity of the research results, data triangulation was carried out by comparing the results of observations, interviews, and documentation. In addition, member checking was carried out, namely the process of confirming with teachers and students to ensure that the interpretation of the data is in accordance with their experiences, thereby increasing the validity of the research findings (Lincoln & Guba, 1985).

Result

Based on the results of data analysis, the application of the scaffolding method in learning Akidah Akhlak in class 1 MI Nurul Huda has proven effective in increasing students' awareness of healthy and clean living. Students showed a better understanding of the concept of cleanliness, such as the importance of washing hands before eating, maintaining environmental cleanliness, and maintaining body health. This is in line with research by Van de Pol et al. (2010), which states that scaffolding allows students to build understanding gradually with teacher guidance, so that they can more easily understand abstract concepts such as health and cleanliness.

In addition to improving understanding, the scaffolding method also encourages active student participation in learning. Students are more enthusiastic about discussing, asking questions, and participating in practical activities such as demonstrating proper hand washing and cleaning the classroom independently. This active interaction shows that students not only understand the material cognitively, but also internalize healthy living habits through direct experience. Hammond & Gibbons (2005) explain that scaffolding in practice-based learning helps students connect theory with real applications, so that they are more motivated and involved in the learning process.

Although the implementation of scaffolding provides many benefits, there are still challenges in its implementation. Some students need more intensive guidance because they have difficulty understanding the reasons behind healthy living behavior. This difference in level of understanding indicates that the implementation of scaffolding must be adjusted to the individual needs of each student in order to be more effective. Palincsar (1998) emphasized that in the constructivist approach, individual differences in learning must be considered so that each student receives support that is appropriate to their level of understanding. Therefore, more varied learning strategies need to be applied to help students with different levels of understanding.

The number of students with high scores (80-100) increased from 9 students before the intervention to 15 students after the implementation of scaffolding. Meanwhile, the number of students with low scores (0-59) decreased from 5 students to 2 students. This shows that the scaffolding method has a positive impact on students' understanding and learning outcomes.

To ensure the validity of the data in this study, triangulation was carried out by comparing the results of tests, observations, and interviews. The results of academic tests were used as quantitative indicators to measure the increase in students' understanding of healthy and clean living after the implementation of the scaffolding method. In addition, observations of student activities in the classroom and interviews with teachers and students were used to ensure that the increase in understanding and

behavior was indeed influenced by the scaffolding method applied (Hammond & Gibbons, 2005).

The results of interviews with teachers showed that after the scaffolding method was implemented, students were more active in participating in Akidah Akhlak learning. Teachers observed that students were more courageous in asking questions, more involved in group discussions, and more independent in completing the tasks given. In addition, teachers stated that students seemed to understand the importance of maintaining personal and environmental hygiene better than before this method was implemented. This shows that the scaffolding method can increase students' active participation and their understanding of the concept of healthy and clean living (Van de Pol et al., 2010).

Students also said that they found it easier to understand the material because the teacher provided guidance gradually through concrete examples, group discussions, and direct practice. Several students expressed that the demonstration of washing hands and the practice of maintaining environmental cleanliness helped them understand the importance of healthy living behaviors. In addition, the support from teachers and peers in the learning process made them more confident in implementing healthy habits in everyday life. This shows that the scaffolding method not only improves academic understanding but also forms students' social skills and self-confidence (Palincsar, 1998).

Based on quantitative and qualitative data analysis, it can be concluded that the scaffolding method is an effective learning strategy in increasing students' awareness of healthy and clean living. With gradual support from teachers, students are able to understand and apply the concepts learned in everyday life better. The results of this study also confirm previous findings which state that the scaffolding method can improve learning outcomes and student involvement in the learning process, making it a feasible approach to be applied in learning Akidah Akhlak in elementary schools (Putri & Hidayat, 2022).

Discussion

To ensure the validity of the results of this study, data validation was carried out through the triangulation method by comparing the results of academic tests, observations during the learning process, and interviews with teachers and students. This approach aims to ensure that the increase in students' understanding of healthy and clean living is truly the result of the implementation of the scaffolding method in learning Akidah Akhlak, not because of other external factors (Hammond & Gibbons, 2005).

The results of the academic test showed a significant increase in student understanding. The average student score before the implementation of the scaffolding

method was around 65.2, while after the implementation it increased to 82.5. These results are in line with class observations that showed that students were more active in learning, especially in group discussions and practical activities, such as demonstrations of proper hand washing and maintaining environmental cleanliness. This increase in interaction strengthens the assumption that the scaffolding method plays an important role in helping students understand and apply the concept of healthy and clean living in everyday life (Van de Pol et al., 2010).

Interviews with teachers also confirmed that after the implementation of scaffolding, students became more independent in implementing healthy living habits. Teachers stated that students were more disciplined in washing their hands before eating, cleaning the classroom, and maintaining personal hygiene without having to be directed all the time. In addition, students who were previously less active in learning began to show higher engagement, especially in asking questions and discussing with peers. These results support previous research stating that scaffolding can increase student engagement and help them build understanding gradually (Palincsar, 1998).

In addition to interviews with teachers, interviews with students also showed that they found it easier to understand the importance of healthy living because learning was done in stages. They revealed that having concrete examples, group discussions, and direct guidance from teachers made them more confident in implementing healthy habits at home and at school. These findings indicate that the scaffolding method not only improves academic outcomes but also forms students' social skills and sense of responsibility for environmental cleanliness and health (Putri & Hidayat, 2022).

Data validation shows that there is consistency between the results of academic tests, observations, and interviews. The increase in student scores in academic tests is in line with the results of observations and interviews which show that the scaffolding method has helped students understand and apply the concept of healthy and clean living better. Thus, the scaffolding method has proven effective in increasing students' awareness of the importance of healthy and clean living in the context of learning Akidah Akhlak at MI Nurul Huda (Susanto, 2023).

Conclusion

This study shows that the implementation of the scaffolding method in learning Akidah Akhlak in class 1 Mi Nurul Huda is effective in increasing students' awareness of healthy and clean living. Based on the results of data analysis, there was a significant increase in students' understanding of the concept of cleanliness and health after the scaffolding method was implemented. This is indicated by an increase in the average student score and an increase in the number of students who obtained high scores after the intervention. In addition, observations in class showed that students became more active in learning, more confident in expressing opinions, and more independent in

implementing healthy living habits. The success of the scaffolding method in this study is also supported by findings from interviews with teachers and students. Teachers observed that students were more disciplined in maintaining personal and environmental hygiene, and more enthusiastic in participating in learning. Students also found it easier to understand the material because of the gradual guidance through discussions, concrete examples, and direct practice. This is in line with scaffolding theory, which emphasizes the importance of gradual support from teachers to help students achieve better understanding.

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