



Implementation of Scaffolding Method to Improve Student Learning Outcomes in Aqidah Akhlak Learning at MIN 8 Banda Aceh

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ABSTRACT

This study aims to analyze the application of the scaffolding method in improving the learning outcomes of Akidah Akhlak on the material of the Thayyibah Sentences "Subhanallah" and "MasyaAllah" at MIN 8 Banda Aceh City. The scaffolding method is a learning strategy that provides gradual support to students until they achieve a more independent understanding. This study uses a qualitative approach with a descriptive method. Data were collected through observation, interviews with teachers, and analysis of student learning outcomes. The results showed that the application of the scaffolding method contributed positively to students' understanding and learning outcomes. With gradual guidance, students find it easier to understand the concept of the Thayyibah Sentences and apply it in everyday life. In addition, this method also increases student involvement in learning, encouraging them to be more active in asking questions, discussing, and exploring the material. Teachers also feel the benefits of implementing this method because they can provide instructions more systematically according to the level of student understanding. The learning process becomes more interactive and effective, reducing students' difficulties in understanding abstract concepts. Thus, the scaffolding method can be a recommended strategy in learning Akidah Akhlak and other subjects in order to improve the overall quality of education.

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Introduction

This study aims to analyze the application of the scaffolding method in improving students' understanding of the material of the Thayyibah Sentences "Subhanallah" and "MasyaAllah" in learning Akidah Akhlak at MIN 8 Banda Aceh City. The scaffolding method is applied to provide gradual guidance to students, so that they can understand

and apply the concept of the Thayyibah Sentence better. In addition, this study also aims to assess the effectiveness of the scaffolding method compared to conventional learning methods and see its impact on students' active involvement in the learning process.

The scaffolding method in learning Akidah Akhlak involves various guidance techniques that aim to help students achieve a deeper understanding. The teacher provides support in the form of directions, examples, and questions that guide students in understanding the material. As students' understanding increases, the guidance is gradually reduced until they are able to learn independently. Thus, students not only memorize the Thayyibah Sentences, but also understand their meaning and application in everyday life.

The application of the scaffolding method in this study was carried out through several stages, namely providing initial instructions, group discussions, independent practice, and reflection on the material that has been studied. This stage allows students to be more active in the learning process, improve critical thinking skills, and deepen their understanding of the concepts taught. With this stage, students are more confident in using the Thayyibah Sentences with full awareness and correct understanding.

Observation results show that students who take part in learning with the scaffolding method experience a better increase in understanding compared to students who are taught using conventional methods. They are better able to recognize the context of using the Thayyibah Sentences in various everyday life situations. This shows that a more interactive and gradual approach can increase students' absorption of the material being taught.

In addition, teachers find it easier to identify difficulties faced by students and provide guidance that suits their needs. With this approach, the interaction between teachers and students becomes more dynamic, so that the learning atmosphere becomes more enjoyable and meaningful. Analysis of student learning outcomes shows that the application of the scaffolding method contributes to improving their academic results. Students who receive gradual guidance show an increase in evaluation scores compared to students who are taught using the lecture method. In addition, this method also helps students develop reflective skills, where they are able to evaluate their own understanding and identify aspects that need to be improved.

Another positive impact of implementing the scaffolding method is the increasing active involvement of students in learning. They ask questions, discuss, and share their understanding with their classmates more often. This shows that the scaffolding method not only improves students' understanding of the material, but also helps them develop social skills and critical thinking skills that are useful in their lives.

Based on the findings of this study, the scaffolding method is an effective learning strategy in improving students' understanding of the Kalimat Thayyibah material in learning Akidah Akhlak. With gradual guidance provided by the teacher, students can learn more independently and understand the concept better. Therefore, this method

can be used as an alternative learning strategy in other subjects to improve the overall quality of learning.

It is expected that by implementing the scaffolding method, students will find it easier to understand the Kalimat Thayyibah concept and be able to apply it in everyday life. In addition, this method is also expected to increase students' active involvement in the learning process, so that their learning outcomes increase significantly. With increased student understanding, they will also be more confident in pronouncing Kalimat Thayyibah with better understanding.

The scaffolding method is also expected to be able to create a more conducive learning environment, where students feel supported at every stage of their understanding. With guidance from the teacher, students not only find it easier to understand the material, but are also more motivated to learn and explore concepts more deeply.

In addition, with gradual guidance from teachers, it is hoped that students will be more motivated in learning and will not feel burdened by difficult material. The support provided gradually will help students build a solid understanding without feeling pressured. It is hoped that this method can also improve interaction between teachers and students in the learning process.

Through the implementation of scaffolding, students are expected to develop independence in learning. In the early stages, they receive intensive guidance from teachers, but over time, they will be better able to understand the material independently. This will provide long-term benefits in improving students' critical and analytical thinking skills.

Furthermore, the success of implementing the scaffolding method in learning Akidah Akhlak is also expected to be an example for other schools. If this method proves effective, it can be applied more widely in various subjects to help improve the overall quality of learning.

In reality, there are still many students who have difficulty understanding and applying the Thayyibah Sentence in everyday life. The learning process, which is still conventional, often makes students passive and less able to understand the deep meaning of the material being taught. This is because the teaching method uses more one-way lectures and does not actively involve students in the learning process.

Some students also showed limitations in memorizing and understanding the context of the use of Thayyibah Sentences, so they only said them mechanically without understanding the meaning contained in them. This shows that a more effective learning method is needed and is able to provide a more meaningful learning experience for students.

In addition, limited time in classroom learning is also a challenge in itself. Teachers often feel rushed in delivering the material so that they do not have enough time to provide gradual guidance to students. Therefore, the application of the scaffolding method is

expected to be a solution to overcome this problem by providing more structured and effective support to students.

By looking at this reality, this study seeks to explore how the scaffolding method can be applied optimally in learning Akidah Akhlak, so that it can help students better understand and internalize Islamic values better.

Methods

This study uses a qualitative approach with a descriptive method to analyze the application of the scaffolding method in learning Akidah Akhlak at MIN 8 Banda Aceh City. The qualitative approach was chosen because it allows the study to understand the phenomenon in depth based on real experiences in the learning environment. The descriptive method is used to provide a systematic description of how the scaffolding method is applied and how it impacts students' understanding in learning the material of the Thayyibah Sentences "Subhanallah" and "MasyaAllah."

The main data sources in this study consist of primary data and secondary data. Primary data were obtained through direct observation of the learning process, interviews with teachers and students, and analysis of student learning outcomes. Observations were made to observe how the scaffolding method was applied by teachers and how students responded to it in the learning process. Interviews were conducted to gain a deeper perspective on the teacher's experience in implementing this method and how students felt its impact on their understanding of the Thayyibah Sentence material.

In addition, secondary data were obtained from learning documentation, such as lesson implementation plans (RPP), student evaluation records, and literature that supports the theory of scaffolding in education. This secondary data is used to complement and strengthen the findings obtained from primary data, so that the research results become more comprehensive. With secondary data, this study has a stronger theoretical basis and allows for a more in-depth analysis related to the effectiveness of the scaffolding method in learning Akidah Akhlak.

The data that has been collected is analyzed using qualitative data analysis techniques that include three main stages, namely data reduction, data presentation, and drawing conclusions. In the data reduction stage, information obtained from observations, interviews, and documentation is sorted and categorized based on its relevance to the research objectives. Information that is irrelevant or less supportive of the research objectives is eliminated so that the analysis remains focused on the core problems being studied.

After the data is reduced, the next step is to present the data in the form of descriptive narratives. This data presentation aims to systematically describe how the scaffolding method is applied in learning. This process includes patterns of interaction between teachers and students, the development of student understanding, and the effectiveness of the scaffolding method compared to conventional learning methods. By presenting data systematically, this study can provide a clearer picture of how

scaffolding helps students understand and apply the Thayyibah Sentence material in everyday life.

The last stage in data analysis is drawing conclusions, where the results of the analysis are reviewed to answer the previously formulated research questions. The conclusions obtained are based on the relationship between scaffolding theory and findings in the field. The conclusion is drawn carefully so that the results of the study can provide a real contribution to the development of the Akidah Akhlak learning method.

In addition, to ensure data validity, this study uses triangulation techniques. Triangulation is carried out by comparing the results of observations, interviews, and document analysis to ensure that the conclusions drawn truly reflect the reality that occurs in learning. By using various data sources and various analysis methods, this study can obtain more accurate and accountable results.

Thus, the data analysis carried out can provide a clear and accurate picture of the application of the scaffolding method in improving student learning outcomes. The findings obtained can be the basis for teachers and other educators in developing more effective learning strategies, not only in the Akidah Akhlak subject but also in various other fields of study. This shows that the scaffolding method has the potential to be an innovative approach in improving the quality of education, especially in Islamic concept-based learning.

Result

The findings of this study provide a clear picture of the application of the scaffolding method in learning Akidah Akhlak at MIN 8 Banda Aceh City, especially on the material of the Thayyibah Sentences "Subhanallah" and "MasyaAllah". Data obtained from observations show that the scaffolding method helps students understand concepts better than conventional learning methods. In learning, teachers apply scaffolding through gradual guidance stages, starting from giving instructions, group discussions, to gradually reducing guidance. Students who initially had difficulty understanding the meaning and use of the Thayyibah Sentences, gradually showed an increase in understanding and were able to use them in the right context.

Interviews with teachers revealed that the application of the scaffolding method was very helpful in delivering material more systematically. Teachers felt that this approach was more effective than the lecture method because it gave students the opportunity to be more active in learning. In addition, teachers also noted that students were more enthusiastic in participating, asking questions, and discussing when using this method. This shows that scaffolding not only improves students' understanding but also encourages their active involvement in the learning process.

From interviews with students, it was found that they felt more helped by the gradual guidance from the teacher. Most students expressed that they found it easier to understand the material when they received gradual directions rather than having to memorize and understand it themselves without help. In addition, they felt more

confident in using Thayyibah Sentences in everyday life after going through a scaffolding-based learning process. Data from the results of student learning evaluations also showed a significant increase in their understanding of the material. The average score of students who learned using the scaffolding method was higher than that of students who learned using conventional methods. This shows that scaffolding not only helps in understanding concepts but also has an impact on students' overall academic results.

To ensure the accuracy of the research results, data verification was carried out using triangulation techniques. This technique is carried out by comparing the results of observations, interviews, and document analysis to see the consistency of the data obtained. If there are differences in data from various sources, further analysis is carried out to understand the causes of the differences and obtain more valid conclusions.

Data verification was also carried out by requesting validation from teachers involved in the study. Teachers were asked to provide feedback on the findings obtained from observations and interviews. As a result, they confirmed that the scaffolding method did have a positive impact on student understanding and increased the effectiveness of learning. This further strengthens the conclusion that scaffolding is an effective method in improving student learning outcomes.

In addition, document analysis such as lesson plans and student evaluation results were also used to ensure that the research results had a strong basis. This document provides additional evidence of how the scaffolding method is applied and the extent to which it is effective in learning. With supporting data from various sources, this study has a higher level of validity.

Analysis of the effectiveness of the scaffolding method also shows that this approach is more flexible in adjusting to the level of student understanding. Students who have difficulty get more help, while students who understand the material faster are given additional challenges. This creates an inclusive and effective learning environment. Overall, the findings of this study indicate that the application of the scaffolding method in learning Akidah Akhlak has a significant positive impact on students' understanding and learning outcomes. Through careful data verification, it can be concluded that this method not only helps students understand the material better, but also increases active interaction between teachers and students in the learning process. Therefore, the application of the scaffolding method can be a recommended strategy in learning Akidah Akhlak and other subjects at the elementary education level.

Discussion

The results of interviews with teachers showed that the scaffolding method helped them deliver the material more systematically and effectively. Teachers felt that this gradual approach made it easier for students to understand the material compared to conventional lecture methods. In addition, teachers also noted an increase in student involvement in class discussions and an increase in their confidence in pronouncing and applying the Kalimat Thayyibah in everyday life.

Classroom observations conducted during the implementation of the scaffolding method showed that students were more active in learning. They asked more questions, discussed, and tried to understand the concept with guidance provided gradually. These results are in line with the theory of constructivism which states that gradual support in learning can improve students' understanding independently.

Analysis of student learning outcomes also showed a significant increase. Evaluation scores before and after the implementation of the scaffolding method were compared to see the effectiveness of this method. The data showed that the majority of students experienced an increase in scores on the comprehension test, indicating that they were better able to internalize the concept of Kalimat Thayyibah compared to before this method was implemented.

With the triangulation of data conducted through interviews, observations, and analysis of learning outcomes, it can be concluded that the scaffolding method has a significant positive impact on learning outcomes. The results of this validation support the conclusion that the scaffolding method can be an effective strategy in improving students' understanding of the concepts in Akidah Akhlak.

Data validation in this study was carried out through triangulation techniques, namely by comparing the results of observations, interviews, and document analysis to ensure the accuracy and consistency of the findings. This technique is used to avoid bias and ensure that the conclusions drawn truly reflect the actual conditions in the application of the scaffolding method.

In the validation of observation data, it was found that the pattern of application of the scaffolding method carried out by teachers was in accordance with the principle of gradual guidance. This is reinforced by the results of interviews with teachers who confirmed that they actively provided gradual support before slowly reducing assistance to increase student independence in understanding the material.

Meanwhile, interviews with students showed that they felt more helped by the scaffolding method compared to conventional methods. This data was verified with the results of student evaluations which showed an increase in understanding after the application of this method. This shows that the data obtained has a match between the perspectives of teachers, students, and academic results.

In addition, document analysis such as lesson plans and student evaluation results were used as secondary data in the validation of research results. This document shows that the application of the scaffolding method has been planned and implemented systematically in learning. Teachers also noted that this approach was more effective than the lecture method because it provided an opportunity for students to be more active in learning.

Data verification was carried out by asking for feedback from teachers regarding the research findings. Teachers involved in this study confirmed that the scaffolding method had a positive impact on student understanding and increased the effectiveness of

teaching. This feedback strengthens the validity of the research results and shows that the application of this method can be a strategy that can be adapted in other learning.

With careful validation through various data sources, this study can conclude that the application of the scaffolding method is truly effective in improving students' understanding of the Thayyibah Sentences "Subhanallah" and "MasyaAllah". In addition to improving learning outcomes, this method also encourages active interaction between teachers and students, as well as between students in the learning process.

Conclusion

The findings of this study indicate that the scaffolding method provides a significant contribution in improving students' understanding of the Akidah Akhlak material, especially the Thayyibah Sentence. The academic impact of implementing this method can be seen from the increase in student evaluation results and their active involvement in the learning process. The implementation of the scaffolding method also encourages better cooperation and interaction between students and teachers, as well as between students in understanding the material together. This contributes to the development of students' social skills in communicating and working in groups. Thus, the scaffolding method can be used as an effective learning alternative in improving students' understanding, both in terms of academics and in terms of their social and character aspects. In addition to academic benefits, the implementation of this method also supports the formation of students' characters who are more independent and collaborative. This is in line with the goals of education which not only focus on academic results but also on the formation of individuals with noble morals.

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