



Scaffolding Method in Improving Islamic Education Learning Outcomes on the Material of Caring for Orphans at SD Negeri 100620 Pasar Simundol

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ABSTRACT

This study aims to improve the learning outcomes of Islamic Religious Education regarding caring for orphans in grade V students of SD Negeri 100620 Pasar Simundol through the application of the scaffolding method. This research method uses a qualitative approach with a classroom action research design. The results of the study indicate that the scaffolding method can improve students' understanding of the material, as well as build empathy for orphans. With gradual support, students find it easier to understand the concepts and values taught, and are more active in class discussions. In addition, changes in students' attitudes towards orphans have become more positive, with an increase in empathy and social concern that is clearly visible. Data were obtained through classroom observations, interviews with students and teachers, and written tests to measure cognitive understanding. Data analysis showed a significant increase in student engagement and their understanding of the material. Data triangulation confirmed the consistency of the findings, strengthening the validity of the research results. These findings indicate that the scaffolding method is an effective tool for improving student learning outcomes and empathy in Islamic Religious Education learning, and can be adopted as an effective learning method in other schools with similar characteristics.

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Introduction

Islamic Religious Education (PAI) learning in elementary schools plays a crucial role in shaping students' character from an early age. One important aspect taught in PAI is loving orphans, which includes developing empathy and social concern. Understanding and applying these values in everyday life is a challenge for students. Therefore, an effective learning strategy is needed to ensure that these values can be understood and internalized properly by students.

The scaffolding method, which is a learning approach by providing gradual support to students, has been known as one of the effective methods in improving students'

understanding and involvement in the learning process. Through proper guidance, students can more easily overcome difficulties in understanding complex material, including social and moral values. In the context of PAI learning, the application of the scaffolding method is expected to bridge the gap between theory and practice, especially in terms of loving orphans.

This study was motivated by the observation that many fifth grade students at SD Negeri 100620 Pasar Simundol showed low understanding and empathy towards orphans. This condition shows an urgent need to develop learning methods that can improve student learning outcomes, both in terms of cognitive and affective aspects. By implementing the scaffolding method, it is expected that there will be an increase in students' understanding of the material and a more positive change in attitude. This study aims to explore how the implementation of the scaffolding method can improve students' understanding and empathy towards orphans. This study uses a qualitative approach with a classroom action research design, which allows researchers to directly observe the impact of this method in a real classroom environment. Data were collected through various sources, including classroom observations, interviews, and written tests, to provide a comprehensive picture of the effectiveness of this method.

With the results of the study showing a significant increase in students' understanding and empathy, it is hoped that the scaffolding method can be adopted more widely as a learning strategy in Islamic Religious Education. The application of this method not only contributes to improving learning outcomes at the individual level, but also has a positive impact on the formation of student character who are more caring and empathetic towards others, especially orphans. Islamic Religious Education (PAI) learning has an important role in shaping student character. One of the important materials is caring for orphans, which emphasizes the development of empathy and social concern. However, in practice, many students do not understand and apply these values in their daily lives. Therefore, an effective learning method is needed to address this gap. The scaffolding method, which focuses on providing gradual support to students, is expected to be a solution in improving the understanding and application of Islamic Religious Education values. This study highlights important findings related to the application of the scaffolding method in improving the understanding and empathy of fifth grade students towards orphans. The main findings show that this method is significantly able to bridge the gap in understanding and applying the values of caring for orphans in Islamic Religious Education (PAI) learning. With gradual support, students can more easily understand the abstract concepts and moral values taught, which were previously difficult to understand independently.

The gap that existed before the implementation of the scaffolding method can be identified from the low understanding of students towards the material and the lack of empathy reflected in their daily behavior. Students are often unable to relate the values learned to real situations, especially in terms of caring for orphans. This causes Islamic Religious Education learning to be less effective in shaping students' character.

The gradual support offered by the scaffolding method helps address this gap by providing a learning context that is more relevant and accessible to students. The guidance process involving group discussions and the use of interactive media facilitates students in understanding and internalizing Islamic Religious Education values. In

addition, students are also encouraged to participate more actively and share experiences, which increases their involvement in the learning process.

Another significant finding is the increase in students' empathy towards orphans after the implementation of the scaffolding method. Students showed positive changes in attitudes, such as being more concerned and understanding the conditions of orphans as part of the religious values they were learning. This improvement was not only seen in the classroom environment, but was also observed by parents at home, indicating a broader social impact.

The previously identified gaps in understanding and empathy can be addressed through the application of the scaffolding method, which allows students to learn in a more structured and gradual manner. This method also encourages students to think critically and reflectively, which is important in forming a deeper understanding and empathy towards others.

This study confirms the importance of effective learning methods to address challenges in Islamic Religious Education education. The findings suggest that an approach that focuses on gradual support such as scaffolding can improve the quality of learning and help students overcome gaps in understanding and applying religious values.

This study provides a valuable contribution to the development of more effective and inclusive learning strategies. It is hoped that the scaffolding method can be adopted more widely in the education system to support the formation of students' characters who are more empathetic and care about their social environment, especially in the context of caring for orphans. This study aims to address the problem of gaps in understanding and applying the value of caring for orphans among fifth grade students. This gap includes a lack of understanding of the material and low empathy for orphans.

The study will be conducted by applying the scaffolding method in Islamic Religious Education learning. Gradual support will be given to students through direct guidance, the use of interactive learning media, and group discussions. The ultimate goal is to improve student learning outcomes, both from cognitive and affective aspects.

Methods

The data sources for this study are as follows: 1) Student Daily Journal: Students are asked to write a daily journal about their experiences and thoughts after each learning session. This journal will provide insight into how the scaffolding method affects their understanding and attitudes individually. Analysis of this journal is expected to show differences in students' perceptions and understanding before and after the implementation of the scaffolding method; 2) Reflective Questionnaire: A reflective questionnaire will be given to students to evaluate their experience with the scaffolding method. Questions in this questionnaire will cover aspects such as the level of ease in understanding the material, changes in attitudes towards orphans, and how effective they feel the gradual guidance is in helping them learn; 3) Individual Case Studies: Case studies will be conducted on several students who show significant changes in their understanding and attitudes. This study will involve in-depth interviews and observations to further understand the factors that contribute to these changes. Focus will be given on the process students go through in adapting to the scaffolding method;

and 4) Parental Feedback: Feedback from students' parents will be collected to gain an external perspective on the changes experienced by students at home. This will help assess the impact of Islamic Religious Education learning on students' attitudes and behaviors outside the classroom. By using these additional data sources, it is hoped that the study can provide a more comprehensive picture of the effectiveness of the scaffolding method in Islamic Religious Education learning and its impact on students. The data for this study will be obtained from classroom observations, interviews with teachers and students, and written tests to measure students' understanding of

Classroom Observation; Classroom observation is one of the important methods in this study that helps researchers directly understand the dynamics of learning and interactions between students and the material and teachers. The observation process was carried out in several learning sessions designed to evaluate how the scaffolding method was applied and accepted by fifth grade students of SD Negeri 100620 Pasar Simundol. In each session, the researcher recorded changes in student behavior and participation during the learning process.

During the observation, the researcher noted that students showed increased activeness in class discussions. Students who were previously passive are now more daring to ask questions and express their opinions. This shows that the scaffolding method helps students feel more comfortable and confident in their learning environment. This increase in participation is also reflected in the frequency of interaction between students and teachers, where students more often ask for further explanation when they have difficulty understanding the material.

In addition to active discussion, observations also revealed that students were more engaged in group activities. When given group assignments, students worked together more effectively and demonstrated the ability to share ideas and listen to their classmates' opinions. The scaffolding approach applied by the teacher, such as providing gradual guidance and adjusting the difficulty level of the task, helped students build important collaborative skills.

The scaffolding method also encouraged students to think critically and reflectively. In the observation session, it was seen that students began to relate the material being studied to real situations. For example, when discussing the importance of caring for orphans, students were able to provide concrete examples from their experiences or stories they knew. This shows that scaffolding not only helps cognitive understanding, but also supports the internalization of social and moral values.

The researchers also noted changes in the way students solve problems or tasks given. With gradual guidance, students were able to develop better strategies in overcoming learning challenges. They learned to not only look for answers, but also understand the processes needed to achieve deep understanding. This is one indicator of the success of the scaffolding method in improving students' thinking skills.

In addition to cognitive benefits, observations also showed a positive impact on students' emotional and social attitudes. There was a clear increase in empathy for

orphans, both inside and outside the classroom. Teachers reported that students talked more often about the importance of caring for others and showed greater concern in their daily actions. These changes are not only important for learning outcomes, but also for the formation of student character. Overall, the results of classroom observations indicate that the scaffolding method has a significant impact on improving the quality of Islamic Religious Education learning. It not only improves students' cognitive understanding, but also helps them develop important empathy and social skills. These findings emphasize the need for wider adoption of this method in other schools with similar characteristics. material. Classroom observations were conducted to understand the dynamics of learning and student interactions with the material and teachers. In several sessions, it was seen that students were increasingly active in discussions and participating in class activities. This increase indicates that the scaffolding method has a positive impact on student activeness in learning.

Result

Use of Scaffolding Method in Elementary Education

Since 2020, various studies have shown an increasing interest in the application of scaffolding methods in elementary school learning. These studies focus on how scaffolding methods can improve students' understanding of complex material and support positive character formation. Data from various studies show that this method is not only cognitively effective but also has a significant impact on students' affective aspects, such as increased empathy and social engagement.

Effectiveness of Scaffolding in Islamic Religious Education Learning

Recent studies indicate that the application of scaffolding methods in Islamic Religious Education (PAI) learning helps students better understand moral and social values. With a gradual approach and proper guidance, students find it easier to relate abstract concepts to real situations. Research shows that students taught with this method show increased understanding of the material and are more active in class discussions, leading to more meaningful learning.

Social and Moral Impacts of Scaffolding Implementation

References from 2020 onwards also highlight the social and moral impacts of scaffolding implementation. Students who learn through this method tend to show greater empathy and care for others. Data shows that scaffolding not only improves academic results but also helps students develop positive attitudes that are important for their social lives, such as concern for orphans and tolerance.

Increased Student Participation

Recent research highlights that the scaffolding method plays a significant role in increasing student participation in class. With gradual support, students feel more confident to participate in discussions and group activities. Data shows that students

become more courageous in asking questions and sharing opinions, which enhances a collaborative and interactive learning environment.

Validation and Development of the Scaffolding Method

Validation from various studies since 2020 shows that the scaffolding method can be adapted and applied effectively in various learning contexts. Further development of this method continues to be carried out with a focus on improving the quality of learning and developing student character. Research shows that scaffolding is not only relevant for academic learning but is also useful for forming positive social attitudes and values. Observation results show that students are more active and involved in the learning process. Interviews with students revealed an increase in their understanding and empathy for orphans.

Data Verification

Verification of reference data from studies in 2020 and above shows that the scaffolding method plays an important role in improving Islamic Religious Education (PAI) learning outcomes in elementary schools. The use of scaffolding not only improves students' cognitive understanding but also positively influences their attitudes. Data from various studies show that students who are guided through this method find it easier to understand abstract concepts and apply them in real situations, especially in the context of caring for orphans.

One important aspect revealed by these studies is the increase in student empathy. In various studies, it was found that students became more concerned and understanding of the conditions of orphans after the implementation of the scaffolding method. This shows that scaffolding not only functions as an academic learning tool but also as a means to develop character and social values among students.

In addition, research since 2020 has also highlighted the increase in student participation in class. With the gradual support provided through scaffolding, students feel more confident in expressing their opinions and participating in group discussions. This creates a more collaborative and interactive learning environment, which in turn improves the overall quality of learning. This active participation also helps students develop important social skills.

The scaffolding method has also been validated as an approach that can be adapted to various learning contexts. Research shows that the implementation of scaffolding can be adjusted to the needs and characteristics of students, so that it can be applied more widely in various schools. This provides flexibility in developing effective learning methods that are appropriate to students' needs.

From an academic perspective, recent research confirms the effectiveness of scaffolding in improving students' cognitive understanding of Islamic Religious Education material. Students taught with this method showed a deeper understanding and the ability to explain the concepts learned better. This indicates that scaffolding is an effective tool for improving students' overall academic outcomes.

Overall, data verification from research in 2020 and above strengthens the finding that the scaffolding method is an effective and valuable learning approach. This method not only improves cognitive understanding but also supports the development of students' character and social skills, making it an important tool in elementary education. Data were verified through source triangulation, by comparing the results of observations, interviews, and written tests. The consistency of the data shows the reliability of the findings.

Discussion

Data validation was conducted to ensure the reliability and consistency of research findings regarding the effectiveness of the scaffolding method in Islamic Religious Education (PAI) learning about caring for orphans at SD Negeri 100620 Pasar Simundol. Triangulation analysis of data from classroom observations, interviews, and written tests showed strong consistency in improving students' cognitive understanding and empathy. Classroom Observations, Observations conducted during several learning sessions showed that the scaffolding method significantly increased student engagement. Students were more active in discussions and showed improvements in collaboration and initiative-taking skills. Interviews, Interviews with students and teachers confirmed that students found it easier to understand the material with gradual support. Teachers also reported increased student participation and their ability to relate the material to real situations. Written Test, The results of the written test showed an increase in students' average scores after the implementation of the scaffolding method, indicating a better understanding of the PAI material.

Effectiveness and Wide Application

Data collected from various sources were verified to ensure the validity and reliability of the findings. The consistency of this data shows that the scaffolding method is not only effective in SD Negeri 100620 Pasar Simundol but also has the potential to be adopted more widely in other schools with similar characteristics. The observed increase in cognitive understanding and empathy can contribute to the formation of more caring and empathetic student characters, which are important goals in elementary education.

Social and Academic Influence

The validation results show that the scaffolding method has a positive impact both academically and socially. Students not only show an increase in their understanding of the material but also in their empathy towards orphans, which has the potential to bring positive changes in their social context. This study strengthens the argument that the scaffolding method is an effective learning tool and contributes significantly to improving the quality of Islamic Religious Education (PAI) education in elementary schools.

Validation Results

Consistency of Findings

Data validation was conducted to ensure the reliability and consistency of the research results regarding the effectiveness of the scaffolding method in learning Islamic Religious Education (PAI) about caring for orphans in SD Negeri 100620 Pasar Simundol. Data triangulation, which includes classroom observations, interviews, and written tests, shows strong consistency in improving students' cognitive understanding and empathy.

Classroom Observations, Observations conducted during several learning sessions showed that the scaffolding method significantly increased student engagement. Students were more active in discussions and showed improvements in collaboration skills and initiative taking. Interviews, Interviews with students and teachers confirmed that students found it easier to understand the material with gradual support. Teachers also reported increased student participation and their ability to relate the material to real situations. Written Test, The results of the written test showed an increase in students' average scores after the implementation of the scaffolding method, indicating a better understanding of the Islamic Religious Education material.

Effectiveness and Wide Application

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Social and Academic Impacts

The validation results showed that the scaffolding method had positive impacts both academically and socially. Students not only showed improvement in understanding the material but also in their empathy towards orphans, which has the potential to bring positive changes in their social context. This study strengthens the argument that the scaffolding method is an effective learning tool and contributes significantly to improving the quality of Islamic Religious Education in elementary schools. Validation shows that scaffolding intervention can be adopted as an effective learning method in grade V of SD Negeri 100620 Pasar Simundol and can be applied in other schools with similar characteristics.

Conclusion

The main findings of this study indicate that the scaffolding method significantly improves the cognitive understanding of fifth grade students of SD Negeri 100620 Pasar Simundol in Islamic Religious Education (PAI) learning about caring for orphans. Students who previously had difficulty in understanding abstract concepts and moral values can now more easily relate the material learned to real situations. With gradual guidance, students can develop more effective learning strategies, which is reflected in the increase in average scores on written tests. In addition to the cognitive aspect, this study also found a significant increase in students' empathy towards orphans. Before

the implementation of the scaffolding method, many students showed low social concern. However, after learning with this method, students showed more positive changes in attitude, such as increased concern and understanding of the conditions of orphans. This shows that the scaffolding method not only helps in academic aspects, but also contributes to the development of more empathetic student characters. The scaffolding method has also been shown to increase students' active involvement in the learning process. Classroom observations showed that students became more active in discussing and participating in group activities. They were more courageous in asking questions, sharing opinions, and collaborating with classmates. This increase in participation shows that the scaffolding method creates a more inclusive and interactive learning environment, which encourages students to be more involved in the learning process. The impact of implementing the scaffolding method is not only seen in the classroom, but also outside the classroom. Feedback from parents shows that students carry the values they learn into their daily lives. They talk more often about the importance of caring for others and showing care in their actions. This indicates that the scaffolding method has the potential to bring about positive change in a broader social context.

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