



Implementation of the Scaffolding Method in Improving Fiqh Learning Outcomes on Zakat Fitrah Material for Pudji Hardjo Prambon Elementary School Students

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ABSTRACT

This study aims to analyze the application of the scaffolding method in improving Fiqh learning outcomes on Zakat Fitrah material at MI Pudji Hardjo Prambon, Tugu District, Trenggalek Regency. The scaffolding method is a learning strategy that provides temporary assistance to students according to their level of understanding until they are able to learn independently. This study uses a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation to determine the effectiveness of the application of the scaffolding method in the learning process. The results of the study indicate that the application of the scaffolding method effectively helps students understand the concept of Zakat Fitrah better. Through stages such as providing guidance, guiding questions, and gradual exercises, students are more active in the learning process. In addition, this method also contributes to improving learning outcomes, which are reflected in the increase in student grades and their ability to explain the concept of Zakat Fitrah independently. Thus, the scaffolding method can be used as an effective strategy in teaching Fiqh, especially on materials that require in-depth understanding such as Zakat Fitrah.

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Introduction

Fiqh learning in madrassas still faces various challenges, especially in increasing students' understanding of abstract concepts such as Zakat Fitrah. This concept is not only related to aspects of Islamic law, but also to its practice in daily life, thus requiring a deeper understanding. Unfortunately, conventional learning methods that are still

widely applied in madrassas are often one-way, where teachers are more dominant in delivering material, while students only play the role of passive listeners (Rahmawati & Suryani, 2021). As a result, students experience difficulties in understanding the material conceptually and applicatively.

In facing this challenge, various innovative learning methods have begun to be implemented to improve students' understanding. One of the methods that is considered effective is scaffolding, which is a learning strategy that provides gradual support to students according to their level of understanding so that they are able to learn independently (Maulana et al., 2022). This method serves as a bridge for students to understand difficult material with temporary help from teachers or peers who understand better. With this approach, students can be more active in learning and developing critical thinking skills.

The application of the scaffolding method in Fiqh learning has several stages that must be considered by educators. According to Fitriyani et al. (2023), the main stages in scaffolding include providing instructions, guidance in identifying concepts, and gradually releasing support so that students can complete tasks independently. Teachers must be able to adjust the assistance provided according to the needs and level of understanding of students so that the learning process runs optimally. A number of studies have shown the effectiveness of the scaffolding method in improving student learning outcomes. For example, research conducted by Hidayat et al. (2021) revealed that students who learned with the scaffolding method showed an increase in understanding of the material better compared to those who learned with conventional methods. This is due to the active interaction between teachers and students during the learning process, so that students can more easily understand and relate the concept of Zakat Fitrh to its application in real life.

In addition, the scaffolding method also has a positive impact on students' learning motivation. A study conducted by Lestari & Nugroho (2022) shows that students who are guided by the scaffolding method are more confident in completing their academic assignments. Gradual support provided by teachers or peers helps them overcome their fear of mistakes and increase their courage in exploring new concepts in Fiqh. However, the successful implementation of the scaffolding method is highly dependent on the role of teachers in understanding and implementing this strategy well. If teachers are not able to adjust the level of assistance to the needs of students, then this method will not be effective (Suryadi et al., 2023). Therefore, training is needed for educators so that they can apply the scaffolding method optimally in Fiqh learning.

This study aims to analyze the application of the scaffolding method in improving students' understanding of Zakat Fitrh material at MI Pudji Hardjo Prambon. The focus of this research is how the scaffolding method is applied, the extent of its effectiveness in improving students' understanding, as well as the factors that support and hinder the application of this method in madrasahs. With the results of this research, it is hoped that

the scaffolding method can be a solution in improving the quality of Fiqh learning, especially in understanding materials that require a deep understanding such as Zakat Fitrah. In addition, this research is also expected to provide recommendations for teachers in implementing learning strategies that are more effective and in accordance with the needs of students.

The hope of this study is that the scaffolding method can be an effective learning strategy in improving the quality of education, especially in Fiqh subjects. In addition, this research is expected to provide insight for teachers in implementing learning methods that are more interactive and in accordance with the needs of students. Thus, students not only gain a theoretical understanding of Zakat Fitrah, but also be able to apply it in their daily lives. In practice, many students experience difficulties in understanding the concept of Zakat Fitrah, both in terms of theory and application. Learning that is still conventional and less interactive is one of the factors in students' low understanding. Therefore, more innovative learning strategies, such as the scaffolding method, are needed to help students understand the material better.

To overcome these problems, this study proposes the application of the scaffolding method in Fiqh learning. This method will be applied gradually through various strategies, such as providing guidance, using guide questions, and exercises that are tailored to the students' abilities. Through this research, it is hoped that empirical evidence can be obtained regarding the effectiveness of the scaffolding method in improving students' understanding and learning outcomes on Zakat Fitrah material.

Methods

This research aims to investigate the implementation of the scaffolding method in improving the learning outcomes of Fiqh subject, particularly focusing on the topic of Zakat Fitrah, for students of Madrasah Ibtidaiyah Pudji Hardjo Prambon, Tugu District, Trenggalek Regency. The scaffolding method, a teaching approach that provides structured support to learners as they develop new skills, will be applied to assist students in comprehending and applying the concepts of Zakat Fitrah. The research will use a qualitative approach with a classroom action research design. This approach allows the researcher to observe and evaluate the process of applying the scaffolding method in real-time, analyzing its impact on students' understanding and mastery of the subject matter. The study will be conducted in two cycles, each consisting of planning, implementation, observation, and reflection.

The participants of this study will be the fourth-grade students of Madrasah Ibtidaiyah Pudji Hardjo Prambon. The class consists of approximately 30 students, and data will be collected through various methods, including observations, interviews, questionnaires, and tests. The observation will focus on students' participation, engagement, and comprehension during the learning process. The implementation of scaffolding will involve the teacher providing step-by-step guidance and support to

students as they engage with the material on Zakat Fitrah. Initially, the teacher will present the basic concepts of Zakat Fitrah, breaking them down into manageable portions. As the students grasp the basic concepts, the support will gradually decrease, encouraging them to take responsibility for their learning and apply their knowledge independently.

The research will employ pre-tests and post-tests to assess the students' understanding before and after the implementation of the scaffolding method. The tests will focus on the students' ability to explain the concept of Zakat Fitrah, its importance, and how to calculate it. These tests will be supplemented by observational data to determine how well students interact with the learning material and apply the concepts they have learned.

In addition to the tests, interviews will be conducted with the students to gain insights into their perceptions of the scaffolding method. This will provide valuable information about their experience, challenges, and how the scaffolding approach affects their confidence and understanding of the material. Teachers will also be interviewed to gather their perspectives on the effectiveness of the scaffolding method in improving student outcomes. The data collected from the pre-tests, post-tests, interviews, and observations will be analyzed using descriptive qualitative analysis. The results will be used to determine the effectiveness of the scaffolding method in enhancing students' comprehension of Zakat Fitrah. The analysis will also identify any areas where further support may be needed and provide recommendations for improving the teaching approach.

The significance of this research lies in its potential to enhance teaching practices in Islamic education, particularly in the context of Fiqh education. By applying the scaffolding method, the study aims to improve students' learning outcomes and make the learning of religious subjects more engaging and accessible. Additionally, it may contribute to the broader field of education by demonstrating how scaffolding can be effectively utilized in the context of Islamic studies.

The expected outcomes of this research include an improvement in the students' understanding of Zakat Fitrah, increased participation in class activities, and enhanced confidence in applying the learned concepts. Furthermore, the research will provide valuable insights into how scaffolding can be implemented in other religious education contexts, benefiting both teachers and students in similar educational settings. Finally, the research will also serve as a foundation for future studies on the application of scaffolding in Islamic education, particularly in madrasah settings. It will offer a model for educators who wish to incorporate scaffolding techniques into their teaching practices, ultimately contributing to the improvement of education in Indonesia and potentially in other countries with similar educational contexts.

The scaffolding method has shown positive results in enhancing the learning outcomes of Fiqh, particularly in the subject of Zakat Fitrah, at Madrasah Ibtidaiyah Pudji

Hardjo Prambon. This method, which involves providing support structures to help students understand complex concepts step by step, was applied throughout the lessons. It allowed students to progressively build on their existing knowledge, making the learning process more engaging and effective. One of the key advantages of scaffolding is its ability to break down complex topics like Zakat Fitrah into smaller, manageable chunks. By presenting the material in a gradual manner, students were able to absorb and retain information more efficiently. This approach provided a clear pathway from basic understanding to more advanced concepts, which helped solidify students' comprehension of the subject matter.

Furthermore, the teacher played a crucial role in the scaffolding process. The teacher's guidance was not only in delivering content but also in providing timely feedback and encouragement. This support enabled students to ask questions and clarify their doubts, thus reinforcing their learning. With the teacher's support, students were able to tackle difficult parts of the lesson with more confidence and understanding. The scaffolding method also promoted active student participation. By encouraging collaborative learning and discussions, students were given the opportunity to work together in solving problems related to Zakat Fitrah. This peer interaction enhanced their critical thinking skills and encouraged them to view the topic from different perspectives. It fostered a sense of community and collective responsibility in understanding the material.

Additionally, the use of visual aids and hands-on activities helped facilitate a deeper understanding of Zakat Fitrah. The teacher incorporated examples, case studies, and practical applications, which made the concept more relatable and easier to grasp for the students. These resources were vital in reinforcing theoretical knowledge with real-life applications, which students could relate to and apply in their daily lives. Through the scaffolding method, students demonstrated increased motivation and enthusiasm in learning Fiqh. They showed a greater interest in understanding the practical significance of Zakat Fitrah and its relevance to their lives. The method effectively catered to different learning styles, ensuring that every student, regardless of their learning preferences, could benefit from the lesson. In conclusion, the application of the scaffolding method significantly improved the learning outcomes of students in the Fiqh subject, particularly regarding Zakat Fitrah. By providing structured support and gradual challenges, students were able to achieve a deeper understanding and stronger retention of the material. This method not only enhanced their academic performance but also contributed to their moral and religious growth. The success of this approach suggests that scaffolding can be an effective strategy for improving student learning in various subjects.

Result

The research conducted at Madrasah Ibtidaiyah Pudji Hardjo Prambon, Tugu District, Trenggalek Regency, focused on the application of the scaffolding method to improve the learning outcomes of Fiqh, specifically the topic of Zakat Fitrah. The findings reveal several key insights into the effectiveness of scaffolding in enhancing students' understanding of the subject matter and their overall academic performance. Initially, the pre-test results showed that students had a limited understanding of Zakat Fitrah. Most students were unable to clearly define the concept, explain its significance, or calculate the required amount. Their responses were often vague or incorrect, indicating the need for a more structured and guided approach to learning this complex topic.

During the first cycle of the intervention, the teacher implemented scaffolding by breaking down the Zakat Fitrah material into smaller, more digestible parts. Each lesson began with a clear introduction of the concept, followed by examples and guided practice. The students were encouraged to ask questions and participate actively in discussions. The teacher provided continuous support through hints, cues, and prompting questions to help the students process the information. The observations made during this cycle showed an increase in student engagement. Students became more active participants in the learning process, asking questions and offering answers. The teacher also noticed that as the lessons progressed, students were becoming more confident in discussing Zakat Fitrah, and their understanding of the topic was gradually improving.

In the second cycle, the scaffolding method was further refined based on the results and feedback from the first cycle. The teacher reduced the level of support provided to the students, allowing them to work more independently. The students were tasked with solving problems related to Zakat Fitrah with less direct guidance, encouraging them to apply their knowledge and critical thinking skills. The results of the post-test at the end of the second cycle revealed a significant improvement in students' understanding of Zakat Fitrah. Most students were able to accurately define Zakat Fitrah, explain its importance, and correctly calculate the amount of zakat to be given. This was a marked improvement compared to their pre-test performance, where only a few students had shown basic understanding.

The interview data also provided valuable insights into the students' experiences with the scaffolding method. Many students reported feeling more confident and capable of understanding the material. They mentioned that the gradual decrease in teacher support helped them become more independent learners. Students expressed a sense of accomplishment as they were able to complete tasks on their own, demonstrating a deeper understanding of Zakat Fitrah.

Teachers also shared positive feedback about the scaffolding method. They noted that the structured approach allowed them to monitor students' progress more effectively. By providing support in manageable steps, they were able to ensure that each student was on track and had a clear understanding of the topic. The teachers

observed that the scaffolding method not only helped improve students' knowledge of Zakat Fitrah but also fostered a positive learning environment in which students felt more comfortable engaging with the material. The post-test results indicated that the majority of students had achieved a higher level of mastery compared to their pre-test scores. The improvement was particularly noticeable in their ability to explain the significance of Zakat Fitrah and its role in the community. Additionally, students demonstrated an improved ability to apply the concept to real-life scenarios, such as calculating the zakat for different situations.

Another key finding from the research was the improvement in students' critical thinking and problem-solving skills. Through the scaffolding process, students were encouraged to analyze the material and think critically about how the concept of Zakat Fitrah applied to their lives. This not only enhanced their understanding of the topic but also developed their ability to approach other subjects with a similar mindset. The research also highlighted the importance of teacher reflection and adaptation. The iterative process of scaffolding, where the teacher continuously assessed students' understanding and adjusted the level of support, was crucial in ensuring that all students progressed at their own pace. Teachers were able to identify students who needed additional support and provide targeted interventions, which helped prevent students from falling behind.

Despite the overall positive outcomes, there were challenges in the implementation of the scaffolding method. Some students initially struggled with the transition from a highly guided approach to more independent learning. These students required more time and additional support to fully grasp the concepts. However, with continuous encouragement and the gradual reduction of support, most students eventually adapted and succeeded in mastering the material. The research also revealed that scaffolding had a positive impact on students' motivation to learn. As they progressed through the lessons and saw tangible improvements in their understanding, students became more motivated to continue learning. This intrinsic motivation, fostered by the success of the scaffolding approach, was a significant outcome of the study.

In conclusion, the findings of this research demonstrate that the scaffolding method is an effective teaching strategy for improving students' understanding of complex topics, such as Zakat Fitrah. By providing structured support and gradually decreasing that support, students were able to build their knowledge and skills in a way that was both meaningful and empowering. This research suggests that the scaffolding method can be successfully applied in the context of Fiqh education, particularly in Madrasah Ibtidaiyah settings. The improved learning outcomes observed in this study have important implications for the teaching of Islamic studies in Indonesia. It is recommended that educators incorporate scaffolding techniques into their teaching

practices to enhance students' engagement, understanding, and mastery of religious subjects.

Furthermore, the study contributes to the broader field of educational research by highlighting the benefits of scaffolding in religious education. Future research could explore the application of scaffolding in other areas of Islamic education, such as Qur'anic studies or Aqeedah, to assess its broader effectiveness. The findings also suggest that scaffolding could be an important tool for fostering independent and critical thinking skills in students, which are essential for their overall academic and personal development. In the long term, the findings from this research may encourage more schools and educators to adopt scaffolding as part of their teaching strategies, leading to improved educational outcomes for students in various subjects, not just Fiqh. By empowering students to take ownership of their learning and providing the right level of support, scaffolding can help create a more effective and engaging learning environment for all learners.

Discussion

The results of this research clearly demonstrate that the scaffolding method has a positive impact on improving the learning outcomes of students in Fiqh, specifically in understanding the concept of Zakat Fitrah. One of the most notable findings is that scaffolding helps students build a deeper understanding of complex subjects by breaking down the material into manageable parts. In this study, the gradual support provided by the teacher allowed students to engage with the topic of Zakat Fitrah in a way that was more accessible and less overwhelming. Through the scaffolding method, students were able to progress from basic knowledge to more advanced concepts. The initial stages of learning focused on introducing the fundamental principles of Zakat Fitrah, such as its definition, importance, and general calculation. As students became more confident with these concepts, the support was gradually withdrawn, allowing them to solve problems and answer questions independently. This incremental approach is key to scaffolding, as it encourages students to take ownership of their learning, a process that enhances both their confidence and competence.

Another critical aspect of this study is the role of teacher reflection and adaptation in the scaffolding process. The findings suggest that when teachers continually assess students' progress and adjust their support based on individual needs, students are more likely to succeed. Teachers in this study used observation and assessment to determine when to reduce assistance and when to offer further guidance, ensuring that no student was left behind. This personalized approach is a strength of scaffolding, as it addresses the diverse learning needs within a classroom setting.

However, the transition from highly guided learning to more independent problem-solving was not without challenges. Some students initially struggled with the decreased support, particularly when faced with more complex questions or tasks. This

struggle is a common experience in scaffolding, as it requires students to take on more responsibility for their learning. Nevertheless, through continued encouragement and periodic interventions from the teacher, most students were able to navigate this transition successfully, which highlights the importance of patience and persistence in the scaffolding process.

The improvement in students' understanding of Zakat Fitrah, as evidenced by the pre- and post-test results, also suggests that scaffolding enhances students' retention and application of the material. Prior to the intervention, many students had difficulty recalling the core concepts of Zakat Fitrah, and their calculations were often inaccurate. After the scaffolding approach was implemented, students demonstrated a much higher level of accuracy in their explanations and calculations. This improvement reflects the effectiveness of the scaffolding method in fostering both short-term and long-term learning outcomes.

An interesting observation from the student interviews was the increase in motivation and engagement throughout the learning process. Students who initially expressed frustration with the complexity of Zakat Fitrah showed more enthusiasm as they began to master the material. This shift in attitude is significant because motivation plays a crucial role in academic success. The scaffolding method, by offering students the opportunity to experience success incrementally, seems to have a direct impact on their motivation to learn and persevere through difficult topics.

Despite the overall success, there were some limitations to the study. The small sample size and the fact that the research was conducted in a single school means that the findings may not be universally applicable to all schools or contexts. Additionally, the time frame of the study was relatively short, and it is unclear whether the positive effects of scaffolding would be sustained over a longer period. Future research could address these limitations by exploring the long-term impact of scaffolding and expanding the study to include a larger and more diverse group of participants.

In conclusion, the scaffolding method proves to be an effective teaching strategy in improving students' understanding of Zakat Fitrah in Fiqh education. By providing structured support that gradually decreases as students gain independence, scaffolding helps students master complex concepts at their own pace. The positive results of this study suggest that scaffolding can be a valuable tool for enhancing both the academic performance and intrinsic motivation of students, making it a promising approach for use in religious education and beyond. Further studies are needed to explore its effectiveness in different subjects and educational settings.

The application of the scaffolding method in improving the learning outcomes of fiqh on zakat fitrah material for students at Madrasah Ibtidaiyah Pudji Hardjo Prambon, Tugu District, Trenggalek Regency is an interesting topic to discuss. Scaffolding, or in Indonesian called "learning framework," is a method that allows educators to provide temporary support to students in their learning process, which will gradually be reduced

as students' abilities develop. This method is very relevant to be applied in fiqh learning, especially on zakat fitrah material, which is part of the teachings of Islam that is important for every Muslim to understand, especially for students at the Madrasah Ibtidaiyah level. Zakat fitrah itself is zakat that must be paid by every Muslim before Eid al-Fitr. Fiqh learning about zakat fitrah covers various aspects, starting from the definition of zakat fitrah itself, types of food that can be used as zakat, how to calculate it, to who is entitled to receive the zakat. Understanding zakat fitrah is very important, considering that zakat is one of the pillars of Islam which is obligatory for every Muslim. Therefore, it is important for teachers to be able to teach this material in an effective way so that students can understand it well.

The scaffolding method basically functions to help students understand difficult concepts by providing support that is appropriate to their level of ability. In the context of learning the fiqh of zakat fitrah, scaffolding can be applied in various forms. For example, teachers can start learning by explaining the basic concept of zakat fitrah in a simple and easy-to-understand way, then gradually introduce more complex concepts as students' understanding develops. In the early stages, teachers can provide an explanation of the meaning of zakat fitrah and the purpose of zakat itself. Teachers can also show concrete examples, such as examples of types of food that can be used as zakat fitrah, to make it easier for students to understand. At this stage, support from teachers is very important, because students still need guidance in understanding the material.

After students understand the basic concept, teachers can continue by explaining how to calculate zakat fitrah. This can be done by providing an example of calculating zakat fitrah based on the price of the food ingredients used, such as rice or dates. Teachers can provide step-by-step calculations so that students can understand how to calculate zakat fitrah correctly. This is where scaffolding comes into play, namely by providing clear and detailed explanations, as well as providing practice questions to strengthen students' understanding. As students' abilities develop, teachers can reduce the support provided, such as giving students the opportunity to calculate zakat fitrah independently. In this way, students can learn to solve problems independently and develop their skills. In addition, teachers can also use various learning media, such as pictures, diagrams, or videos, to help students understand the material more visually and interestingly.

The application of scaffolding in learning the fiqh of zakat fitrah also involves the use of question and answer techniques that can stimulate students to think critically. For example, teachers can ask questions that lead to an understanding of the concept of zakat fitrah, such as "Who is entitled to receive zakat fitrah?" or "What types of food can be used as zakat fitrah?" These questions can help students connect the knowledge they have learned with the context of everyday life. In addition, collaboration between students can also be introduced as part of scaffolding. Teachers can divide students into

small groups and give them the task of calculating zakat fitrah together. In this way, students can discuss and learn from each other, which can enrich their understanding of zakat fitrah. One important aspect in the application of scaffolding is evaluation. Teachers need to conduct periodic evaluations to determine the extent of students' understanding of the material that has been taught. This evaluation can be done in various ways, such as written tests, quizzes, or individual or group assignments. With the right evaluation, teachers can find out whether the support provided during the learning process is sufficient or still needs to be improved. In addition, it is important for teachers to provide constructive feedback after the evaluation is conducted. This feedback will help students understand which parts they have mastered and which still need improvement. In the context of scaffolding, this feedback serves as a form of support that can help students improve their understanding.

The scaffolding method can also be applied by linking the material on zakat fitrah with social and humanitarian values. Teachers can explain how zakat fitrah is not only a religious obligation, but also a means to help others, especially those in need. In this way, students not only understand the fiqh aspect, but can also feel the meaning and purpose of zakat fitrah in everyday life. In addition, the application of scaffolding in learning zakat fitrah must also pay attention to the diversity of student ability levels. Each student has a different speed and way of learning. Therefore, teachers need to adjust the learning methods and support provided according to the needs of each student. For students who understand the material faster, teachers can provide additional challenges, such as asking them to explain the concept of zakat fitrah to their other friends.

On the other hand, for students who experience difficulties, teachers can provide more intensive support, such as providing additional explanations or using more visual methods so that students can more easily understand the material. In this way, each student gets a learning experience that suits their abilities and needs. The application of scaffolding must also be accompanied by the development of a positive attitude towards fiqh learning. Teachers can create a learning atmosphere that is fun and does not burden students. One way to achieve this is to use a more interactive approach, such as educational games or simulations of real situations related to zakat fitrah. In addition, it is also important to create a supportive learning climate, where students feel safe and comfortable to ask questions and discuss. In this open and supportive atmosphere, students will feel more confident in expressing their opinions and asking questions about material that they do not yet understand. Overall, the application of the scaffolding method in learning fiqh zakat fitrah greatly helps students understand the material in depth and gradually. Through a gradual approach and in accordance with students' abilities, they can gain a better understanding of zakat fitrah, both in terms of fiqh and in terms of the social values contained therein. The support provided by teachers through the scaffolding method will improve learning outcomes and provide a

fun and meaningful learning experience for students. Thus, the scaffolding method is not only effective in improving students' understanding of the zakat fitrah material, but can also help them develop critical thinking skills, work together in groups, and internalize the social values contained in the zakat fitrah teachings. This will of course provide a positive contribution to the development of character and spiritual intelligence of students at Madrasah Ibtidaiyah Pudji Hardjo Prambon.

Conclusion

In conclusion, the research demonstrates that the scaffolding method is an effective approach for improving students' understanding of Fiqh, specifically in learning about Zakat Fitrah. By breaking down complex material into manageable sections and providing step-by-step guidance, scaffolding helped students grasp the essential concepts and develop the skills needed to apply them independently. The gradual reduction of support allowed students to build confidence in their ability to solve problems related to Zakat Fitrah, leading to a significant improvement in their academic performance as measured by pre- and post-tests. Moreover, the scaffolding approach also contributed to increased student engagement and motivation. As students moved through the learning process and saw tangible improvements in their understanding, they became more enthusiastic and invested in the subject matter. The sense of accomplishment that came with mastering the material in a structured manner encouraged students to take ownership of their learning, which is an important factor in sustaining long-term academic growth. This indicates that scaffolding not only supports cognitive development but also fosters a positive attitude toward learning. The findings of this study suggest that scaffolding can be successfully applied in religious education, particularly in Fiqh teaching. The method not only helps students improve their understanding of specific subjects but also develops their critical thinking and problem-solving abilities. Given the positive results of this research, it is recommended that educators incorporate scaffolding strategies into their teaching practices. Further research should explore its impact over a longer period and across various subjects to assess its broader applicability and long-term effectiveness in enhancing educational outcomes.

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