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Implementation of Scaffolding Learning Strategy in Learning

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Abstract

This study aims to describe the application of scaffolding learning strategies in Fiqh material for Class 3F at the Modern Islamic Boarding School Darussalam Gontor for Girls Campus 2 which is expected to improve Student Activity and Learning Outcomes. This study is a classroom action research. Data collection instruments use interview sheets, observation sheets, field notations, and exam questions. The analysis adopts the Kemmis & Mc Taggart model, with two cycles, each consisting of planning, action, observation and reflection, which are carried out in two cycles to determine student activity and learning outcomes. The results of this study indicate that in cycle I student activity reached 53% and in cycle II student learning activity reached 94%. The application of scaffolding learning strategies can improve female students' learning outcomes in Fiqh subjects in cycle I with learning achievements of 53%, in cycle II reaching a learning outcome percentage of 100%. Scaffolding strategies can improve students' learning activity. It can be seen from the following Activity indicators such as involvement in problem-solving, resilience in joint discussions, courage in expressing opinions, and increased use of strategies in learning.

Penelitian ini bertujuan untuk mendeskripsikan penerapan strategi pembelajaran scaffolding pada materi Fiqih Kelas 3F di Pondok Pesantren Modern Darussalam Gontor Khusus Putri Kampus 2 diharapkan dapat meningkatkan Keaktifan dan Hasil Belajar Siswa. Penelitian ini merupakan penelitian tindakan kelas (*Classroom Action Research*). Instrumen pengumpulkan data menggunakan lembar wawancara, lembar observasi, notasi lapangan, soal ujian. Analisis mengadopsi model Kemmis & Mc Taggart, dengan dua siklus yang masing-masing siklusnya terdiri dari perencanaan, tindakan, observasi dan refleksi, yang dilaksanakan dalam dua siklus untuk mengetahui keaktifan dan hasil belajar siswa. Hasil penelitian ini menunjukkan pada siklus I keaktifan siswa mencapai 53% dan pada siklus II keaktifan belajar siswa mencapai 94%. Penerapan

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strategi pembelajaran scaffolding dapat meningkatkan hasil belajar siswa putri pada mata pelajaran Fiqih siklus I dengan capaian belajar sebesar 53%, pada siklus II mencapai dengan presentase hasil belajar 100%. Strategi scaffolding dapat meningkatkan keaktifan belajar santri. Terlihat dari indikator Kegiatan sebagai berikut seperti keterlibatan dalam pemecahan masalah, ketahanan dalam diskusi bersama, keberanian dalam menyampaikan pendapat, dan penggunaan strategi dalam pembelajaran mengalami peningkatan.

I. INTRODUCTION

Education is one of the pillars of national life. A nation's future can be determined by the extent to which society is committed to implementing education (Jindal-Snape, 2023). Education aims to be for human creation and obedience to Allah Swt. The aim of National Education according to Republic of Indonesia Law No. 20 of 2003 Chapter II article 3 concerning SISDIKNAS which reads, "National Education aims to develop the potential of students to become human beings who are faithful, devout and have noble character, knowledgeable, capable, creative, independent and responsible" (UU RI, NO.20, 2003).

Learning activities have two primary goals: *First*, they can improve students' behaviour via learning activities. Learning is an activity designed to drive someone to learn well in line with learning objectives. The second is how learning activities help pupils acquire quality information. Teaching and learning activities have several interrelated components, such as student and teacher-led learning activities. Teachers and students are the most crucial elements of teaching since they are the ones who engage in the process of teaching and learning constantly. It is hoped that through actively building knowledge, interactive, inspiring, fun, challenging, and motivating learning, students will be able to meet the expectations for their learning, which include increased learning outcomes and lessons that become ingrained (internalized) in their way of life (FR et al., 2024).

Because this establishment provides moral and intellectual instruction. Fiqh school instruction seeks to provide students with the following skills besides moral education (Wahid et al., 2021). It is anticipated that this will promote discipline, high social responsibility, and adherence to Islamic law in both personal and public life. Learning Fiqh is crucial for religion and daily living since it helps one see

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society and oneself through Shari'ah law. Although it is based on data from the researcher's interview with the ITTC Class 3F Fiqh Teacher, active and creative teaching and learning activities should be required in this learning, such as implementing learning strategies that can understand the lessons well and correctly in fiqh lessons. However, the reality is based on data gathered from the researcher's interview with the ITTC Class 3F Fiqh Teacher at Modern Islamic Boarding School Gontor For Girls Campus 2, which revealed that the lecture method which is generally considered boring is the most often used in the fiqh learning process. This is derived from observational data and interviews with lesson teachers, where it is stated that students lack interest and enthusiasm in performing teacher duties, receiving lessons, learning together, and weak power when they only receive and listen to things conveyed by the teacher in the classroom. The Final Examination results further demonstrate this for 1443–1444 H, which reveals that many students' average scores are still below the achieved average (the total score is 121 from 34 students with an average class size of 3,55) (KMI, 2022).

Therefore, current approaches that stress the cognitive domain as well as the emotive and psychomotor domains should replace old methods that place a greater emphasis on the cognitive domain. Researchers and partners are working to modify the traditional approach that is typically used to learn Fiqh by implementing a cooperative learning mechanism similar to scaffolding (Dewi et al., 2024). According to Vygotsky, the Scaffolding Learning Strategy entails giving students who struggle in the early phases of learning a certain amount of help, which is progressively reduced when they no longer require it. The teacher also gradually transfers more responsibility for the learning process to the students. To help pupils develop on their own, assistance can come in the form of recommendations, guidelines, acronyms, cautions, or words of encouragement. If students encounter difficulties in their learning, scaffolding is available. According to experts, if students remain at a given level of cognition, teachers or colleagues can provide scaffolding aid by directing or providing important instructions, cues, questions, and arguments so that students can progress or develop a more

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advanced thinking process more easily (Kusmaryono, 2021). This approach, based on Vygotsky's theory of learning, is designed to create an environment where learning happens when students learn to manage activities that have not yet been learned but are still within the range of competence or are in the Zone of Proximal Development (ZPD). In the Scaffolding learning approach, the teacher delivers a few explanations and students must create their knowledge rather than accept a ready-made form from the teacher. Negotiation, rather than imposition-instruction, is the paradigm of teacher-student contact, fostering a sense of hope for the future of Fiqh education and the growth and development of students.

II. METHOD

Classroom Action Research (CAR) technique was used in this study. Classroom action study according to Kemmis is a type of inquiry study that involves self-reflection (Utomo et al., 2024). This research approach combines emotional behaviour that is repeated in cycles. This study uses two cycles in the investigation. The stages of analysis according to Kemmis and McTaggart consist of four stages of action in each cycle, namely: planning, action, observation, and reflection based on the image below:

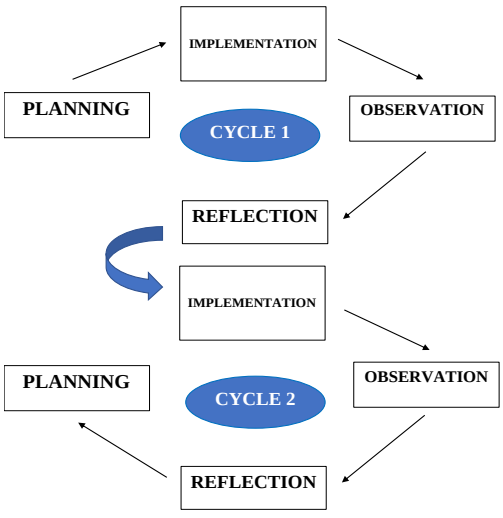

Figure 1. *Classroom action research in Kemmis and Mc Taggart's model*

The instruments used by researchers to collect data are as follows: Interview Sheets, Observation Sheets, Field Notations, and Exam Questions. The research was conducted at the Modern Islamic Institute Darussalam Gontor For Girls

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Campus 2 ITTC. Before conducting Classroom Action Research, the researcher conducted a preliminary study called preliminary research. The researcher then continued learning using the approach that had been provided, with a strategy implemented in two cycles. This aims to implement this cycle so that student activities develop in each cycle after the action is carried out. If there are obstacles in implementing cycle I, the indicators still need to be met with satisfactory results. So the next stage is to react through a follow-up cycle, namely Cycle II, which has a greater chance of encouraging improvements and refinements to the deficiencies found in implementing Cycle I (N. Hasanah & Monica, 2023).

III. FINDINGS AND DISCUSSION

Scaffolding Learning Strategy in Improving Student Learning and Learning Outcomes

Wood uses the phrase Scaffolding in Asri Budiningsih, which means an effort by students to support students to help them complete a learning process that they cannot complete on their own (Lestari & Andriani, 2019). Students gain higher-order thinking skills, according to Vygotsky, when they obtain advice (help) from an expert or a buddy with higher talents. The key to Scaffolding implementation is instructor guidance. After pupils meet challenges, teachers provide incremental coaching so that their full skills can be realized. Guidance, encouragement, cautions, the use of intriguing learning Strategies/models, breaking down an issue into stages to tackle it, or presenting examples are all types of aid. The zone of proximal development (ZPD) is the area between an individual's potential and actual cognitive development levels, as determined by Vygotsky's ZPD assessment. As students go through the levels, they grow closer to their learning objectives. One needs the assistance of a more experienced educator to address challenges to proceed through the zone of proximal development. Even if students can't answer all of the activities and issues on their own, the assignments should still be appropriate for their present stage of cognitive development. To advance toward a learning objective and gain new

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information, people must effectively finish activities that demonstrate their cognitive development scale.

Lev Vygotsky is a Founder of Scaffolding Theory, he was a Russian psychologist known for his contributions to child development theory. One of his known works in the field of child psychology is formulating the concept of the zone of proximal development. This concept explains that in a child's learning process, there is an area where the child must be given external assistance to learn new things while there is another area where the child can learn independently without assistance (Abduh, 2017). The theory of social constructivism developed from this idea. This theory states that social interaction is the way to shape a child's cognition. Vygotsky had an interest in revealing the essence of a set of meaningful activities in social and cultural environments. These two types of environments are environments that can influence the construction of cognition in children (Suci, 2018).

Scaffolding is a type of cognitive support or a learning approach designed to assist students in learning in the cognitive domain. Learning through scaffolding has a positive learning impact in that it can lessen students' responsibilities. Based on its function Scaffolding, according to its role, encourages pupils to think more deeply by offering encouragement in the form of instructions and specific exercises (Kusmaryono, 2021). Scaffolding in education refers to help that is tailored to students' learning requirements. This method is intriguing to put into effect since it requires the teacher's inventiveness as well. Furthermore, this technique is appealing to instructors who wish to investigate framing and its impact on student learning styles (Jatisunda & Nahdi, 2020). The use of the Scaffolding learning method throughout the learning process of students with low abilities does not put students with high abilities under pressure, thus students with low, high, and medium abilities do not feel embarrassed to ask questions and demonstrate their talents. Students with medium and low skills have greater flexibility to ask questions, discuss them with peers or professors, and study at their speed. Students with high talents will be more motivated to learn since they are required to acquire knowledge that is appropriate for their skills. Teachers

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must act after considerable thinking, operate individually and collaboratively, and be prepared to give critical reflection. A teacher is required to have extensive knowledge and profound comprehension. Scaffolding is still utilized to aid problem-solving learning. According to Imam Kusmaryono et al., the Scaffolding learning approach consists of the following steps (Kusmaryono et al., 2020):

1. Explaining learning content.
2. Determining the Zone of Proximal Development or degree of student development based on cognitive level by examining prior learning outcomes scores.
3. Classifying pupils based on their Zone of Proximal Development.
4. Assign learning tasks in the form of tiered questions on the learning material
5. Encourage pupils to work in groups and learn to solve issues independently.
6. Assisting pupils through advice, incentives, examples, keywords, or other means that encourage autonomous learning.
7. Directing pupils with high ZPD to assist classmates with low ZPD.
8. Presenting the learning outcomes that were discussed among groups.
9. Summarizing learning and assigning homework.

It is possible to boost student engagement through the phases of applying the Scaffolding Method, which impacts students' understanding of learning content and so improves learning outcomes. As a result, the Scaffolding learning approach encourages students to learn through active engagement. Students receive assistance or direction from the teacher at the start of learning to help them concentrate more so that the learning process and reaching goals flow smoothly. The teacher advice addressed here aims to offer students gradual help so that they may effectively monitor their learning.

Learning Activeness

Learning activity consists of two words, namely "active" and "learning". The root word "active" is added with a prefix to indicate the connotation of activity or work. Meanwhile, Nana Sudjana defines active learning as student participation in carrying out learning tasks assigned by the teacher, which includes problem-solving, asking questions about lessons that have not been understood, evaluating

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one's abilities, and training oneself to solve problems and implement what has been taught (Azizah et al., 2023). Learning, according to Yeung et al. (2024), is a process of acquiring information and experience that results in generally permanent changes in behaviour and reaction capacity due to an individual's contact with their surroundings. According to Dahlan, active learning is defined as a method for students to become active through activities that cause them to think about the subject provided by the teacher (Dahlan R & Rahayu, 2021). Meanwhile, Zuriatun Hasanah and Ahmad Shofiyatul define active learning as how students are active in activities that can develop students' intelligence about the teacher's teaching materials (Z. Hasanah & Himami, 2021). According to Hasan et al. (2021), active learning is an event or setting in which pupils actively acquire all knowledge through observation, experience, research, and independent work. According to studies, a learning activity is a student learning activity that encompasses all physical and non-physical activities in an effective learning process, to establish a comfortable classroom environment.

Student participation in the learning process is critical because active learning influences learning outcomes. Students actively expand their comprehension of the issues and events that they face while studying. Student activity is a process in which students are preoccupied with thinking about learning since this activity is crucial to the achievement of learning. Learning activities occur and are found in all learning activities, although the extent of the activity, the subject examined, and the goals to be reached vary (Pangestu & Rohinah, 2019). It is possible to infer that the definition of activity is the learning process carried out by teachers through activities that encourage students to actively ask questions and share their thoughts.

Based on the data from the Scaffolding Learning Strategy application on the Fiqh learning material for the learning activity of 3F KMI students in Fiqh material it can be seen that in cycle 1 there is 54%. However, this result is still 40% lower compared to cycle 2. This is because it is not accustomed to the new strategy (Scaffolding), needs to implement some steps in learning with magnitude, and needs mature preparation. After evaluating the 2nd cycle, which increased to 94%

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compared to the 1st cycle, applying the Scaffolding Learning Strategy can improve the learning activity of 3rd-grade students of KMI on Fiqh material. From the presentation of the Learning Activeness data above, it can be seen that the increase in student learning activity in cycle 2 compared to the implementation in cycle 1, and with the implementation of the Scaffolding Learning Strategy, can be compared between Cycle 1 and Cycle 2, as presented in the Percentage of Learning Activeness in Cycle 1 with achievement of results was 54%, and the Percentage of Learning Activeness in Cycle 2 with achievement of results was 94%. The comparison shows that the Scaffolding Learning Strategy influences increasing students' learning activity in class 3F ITTC Modern Islamic Boarding School Darussalam Gontor For Girls Campus 2.

Table 1. Comparison of learning activeness values for cycle 1 and cycle 2

No	Learning Activity Indicators	Cycle 2		Cycle 2		Enhancement
		Average	Percentage	Average	Percentage	
1.	Involvement in Problem Solving	2.06	51%	3.59	90%	40%
2.	Enthusiasm in Join Discussions	2.00	50%	3.76	94%	
3.	Courage in Expressing Opinions	1.82	46%	3.68	92%	
4.	Use of Strategies in Learning	2.82	71%	4.00	100%	
	Total number	218%		376%		
	Percentage	54%		94%		

Learning Outcomes

According to Mahmudi & Nadhifah (2020), Kingsley classifies learning outcomes into three types of abilities: skills and habits, knowledge and comprehension, and attitudes and ideals. Megawati & Sari (2012) defines outcomes as "the final results of an exam, and so on learning may be defined in two ways: first as the process of obtaining information, and second as a relatively permanent change in one's capacity to react as a result of increasing practice. Learning outcomes, according to Achdiyat & Andriyani (2016) study, are changes that occur in individual students, including not just changes in information but also changes in skills, attitudes, comprehension of knowledge, mastery, and personal appreciation of learning. Learning is an activity to provide services that cater to

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the abilities, potential, interests, talents, and requirements of varied pupils to maximize interaction between professors and students and vice versa.

Learning outcomes, according to Park et al. (2023), are abilities acquired by students after the learning process, as assessed by measuring instruments such as writing, speaking, and action assessments at certain periods. Learning outcomes, from the perspective of a student, signify the completion of the semester and the culmination of the learning process. Patterns of action, values, knowledge, attitudes, appreciation, talents, and skills are examples of learning outcomes. Learning outcomes, according to Amiruddin, play a crucial part in the learning process. The interplay between learning and teaching activities produces learning outcomes. The act of teaching for educators concludes with the process of assessing learning outcomes. Learning outcomes are the conclusion of the evaluation and the culmination of the learning process for pupils. Behaviour patterns, values, knowledge, attitudes, appreciation, skills, and capacities are all examples of learning outcomes (Williyanto et al., 2020).

Learning outcomes, according to scholars, are the results of experience-based learning and are changes in behaviour that include cognitive, emotional, and psychomotor components that may be observed and assessed using test-type measuring tools. Learning outcomes are a critical subject for both students and instructors. All students and instructors want to achieve good learning outcomes. If student learning outcomes are positive, the educator's instructional approach is effective. However, if student learning outcomes are poor, it might be concluded that the teacher's instruction is ineffective. Teachers have a great deal of responsibility in the process of student learning activities. This implies that all teachers must be aware of students' learning outcomes (Amelia & Nindiasari, 2022).

Based on the learning outcomes of the Scaffolding Learning Strategy application on Fiqh learning material for students of 3F ITTC class in Fiqh material it can be seen that in cycle 1, there is 53%. However, this result is still low at 47% compared to cycle 2. This is because it is not accustomed to the new strategy (Scaffolding), has not implemented some steps in learning with magnitude, and

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has no mature preparation for learning. After evaluating the 2nd cycle, which has increased to 100% compared to the 1st cycle, the researchers can say that applying the Scaffolding Learning Strategy can improve the learning outcomes of 3rd-grade students of KMI on Fiqh material.

From the presentation of the learning results data, it can be seen that there is an increase in student learning outcomes in cycle 2 compared to the implementation in cycle 1. The implementation of the scaffolding learning strategy is aimed at 37 students in class 3F in collaboration with the mathematics teacher. Fiqh lessons can be compared between Cycle 1 and Cycle 2, and presented in the Percentage of Learning Outcomes in Cycle 1 with 18 students achieving passing results or 53%, and the Percentage of Learning Activeness in Cycle 2 with 34 students achieving passing results or 100%.

Table 2. Comparison of the percentage of learning outcomes for cycle 1 and cycle 2

No	Information	Cycle 1		Cycle 1	
		Amount	Percentage	Amount	Percentage
1.	Passed	18	53%	34	100%
2.	Not pass	16	47%	0	0%

IV. CONCLUSION

A scaffolding learning strategy can increase students' activity. Successful indicators are involvement in problem-solving, resilience in joint discussions, courage in expressing opinions, and increased use of methods in learning. The results of data analysis by adopting the Kemmis & McTaggart model obtained data on the percentage of learning activity in cycle 1 of 54% and cycle 2 of 94%. A comparison of 40% between learning activities in cycles 1 and 2 shows that the scaffolding learning strategy significantly influences student learning activities and increases learning outcomes. This can be seen from the percentage of learning outcomes in cycle 1 of 53% and cycle 2 of 100%. With a comparison of 47% between Learning Outcomes in cycles 1 and 2. So, the scaffolding learning strategy can improve student learning outcomes.

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