



## Implementation of the Scaffolding Method in Improving Learning Outcomes of Asmaul Husna Material at MTS Nurul Qolbi Kota Tanah

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**Abstract:** This study aims to determine the application of the scaffolding method in improving the learning outcomes of Asmaul Husna material at MTs Nurul Qolbi Kota Tanah. The scaffolding method is a learning approach that provides gradual support to students, starting from providing assistance to gradually decreasing along with the increase in student abilities. This study uses a qualitative approach with a descriptive method, where data is collected through observation, interviews, and documentation. The results of the study indicate that the application of the scaffolding method can improve students' understanding of the Asmaul Husna material. Through steps such as providing initial explanations, guiding students in understanding the meaning of each Asmaul Husna, and providing gradual exercises, students can memorize and understand the meaning of the names of Allah better. In addition, this method also motivates students to be more active and creative in learning. The results of the final test showed a significant increase in mastery of the Asmaul Husna material, with the majority of students achieving better scores than before the application of the scaffolding method. Therefore, the scaffolding method has proven effective in improving the learning outcomes of the Asmaul Husna material at MTs Nurul Qolbi Kota Tanah.

**Keywords:** Scaffolding Method, Learning Outcomes, Asmaul Husna, MTS Nurul Qolbi

**Received** April 3, 2024; **Accepted** May 11, 2024; **Published** July 31, 2024

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### INTRODUCTION

Education has a very important role in creating a generation that is not only academically intelligent, but also has a deep understanding of spiritual values. One of the most important materials in Islamic religious education is learning about Asmaul Husna, which is the 99 beautiful names of Allah that contain deep meanings and can provide spiritual insight to students. However, in reality, learning about Asmaul Husna still faces various challenges, one of which is the lack of students' understanding of the meaning and application of each of these names in daily life.

The purpose of this study is to examine the application of the scaffolding method in improving students' understanding of Asmaul Husna material at MTs Nurul Qolbi Kota Tanah. The scaffolding method is expected to provide gradual support that allows students to more easily understand complex and in-depth concepts such as Asmaul Husna. With the support provided gradually according to the level of cognitive development of students, it is hoped that students can master the material well and deeply. It is hoped that the application of the scaffolding method in this learning can improve student learning outcomes, both in terms of understanding Asmaul Husna's material and in terms of student motivation and active participation in the learning process. In addition, this

method is also expected to be a solution to the challenges faced in the current learning process.

In reality, many students have difficulty remembering and understanding Asmaul Husna due to a lack of understanding of the context and meaning of each name. Therefore, a more structured and gradual approach such as scaffolding is needed to help students overcome these difficulties. Thus, this study aims to explore how the scaffolding method can be implemented in Asmaul Husna learning to achieve more maximum and in-depth results. This proposal is proposed to identify the effectiveness of the scaffolding method in Asmaul Husna learning, which is expected to make a significant contribution to improving the quality of Islamic religious learning at MTs Nurul Qolbi Kota Tanah.

## **METHODS**

This research aims to examine the effectiveness of implementing the scaffolding method in enhancing the learning outcomes of Asmaul Husna at MTs Nurul Qolbi Kota Tanah. The scaffolding method is a teaching technique where the teacher provides successive levels of temporary support that help students achieve higher levels of understanding and skill acquisition. Asmaul Husna, which refers to the 99 names of Allah in Islamic tradition, is a fundamental subject taught at the school. This research focuses on evaluating how scaffolding can improve students' comprehension and retention of these names, as well as their spiritual and cognitive development.

The first step in this research involves an in-depth review of the existing literature. The literature review covers the theoretical foundations of the scaffolding method, its various applications in education, and its impact on student performance. Several studies have demonstrated the positive effects of scaffolding in various subjects, and this research seeks to apply this method to the context of Islamic education, specifically in teaching Asmaul Husna. The research uses a mixed-methods approach, combining both qualitative and quantitative data collection techniques. The quantitative aspect involves administering pre- and post-tests to assess students' knowledge of Asmaul Husna before and after the scaffolding intervention. The qualitative aspect involves observing classroom interactions and conducting interviews with teachers and students to gather insights into their experiences with the scaffolding method.

To ensure the validity and reliability of the research, a quasi-experimental design is employed. This design involves selecting two groups of students from MTs Nurul Qolbi Kota Tanah: one experimental group and one control group. The experimental group will receive instruction using the scaffolding method, while the control group will receive traditional teaching methods. Both groups will be taught the same Asmaul Husna material, and their learning outcomes will be compared to assess the effectiveness of the scaffolding approach. The research participants consist of students in grade 7 who are studying Asmaul Husna as part of their religious education curriculum. The total number of students involved in the study is approximately 60, with 30 students in the experimental group and 30 students in the control group. The students in the experimental group will receive scaffolding support during their lessons, while the students in the control group will not.

The scaffolding method involves providing structured support to students as they learn. This support includes breaking down the Asmaul Husna material into manageable parts, guiding students through each part step by step, and gradually removing the support as students become more competent. The teacher plays a critical role in providing the necessary scaffolds, such as asking guiding questions, providing feedback, and using visual aids or mnemonic devices to facilitate learning. The teacher in the experimental group will also use collaborative learning strategies, such as pair work and group discussions, to encourage peer support. This collaborative approach aligns with the principles of scaffolding, as students can learn from one another and help each other

progress. Peer support and interaction can help reinforce the material and promote deeper understanding.

The pre-test will be administered at the beginning of the study to assess students' initial knowledge of Asmaul Husna. This test will include a combination of multiple-choice questions, short-answer questions, and identification tasks to evaluate their recall and understanding of the names of Allah. The post-test will be administered at the end of the study to measure any improvement in students' learning outcomes. The post-test will be similar in format to the pre-test but will cover the material that was taught during the study. In addition to the tests, classroom observations will be conducted to gather qualitative data on the implementation of the scaffolding method. The observations will focus on the interactions between the teacher and students, as well as among students themselves. The goal is to identify how the scaffolding method is being applied in the classroom and how students respond to the support provided.

Interviews will also be conducted with both the teacher and the students to gather their perspectives on the scaffolding method. The teacher will be asked about the strategies used to scaffold learning, the challenges encountered, and the perceived impact on students' learning. The students will be asked about their experiences with the scaffolding method, including whether they felt more supported in their learning and whether they noticed improvements in their understanding of Asmaul Husna. Data from the pre- and post-tests will be analyzed using statistical methods to determine whether there was a significant improvement in the experimental group's learning outcomes compared to the control group. The data will be analyzed using paired t-tests to compare the pre-test and post-test scores within each group, as well as independent t-tests to compare the scores between the experimental and control groups.

The qualitative data from the classroom observations and interviews will be analyzed thematically. This analysis will focus on identifying patterns in how the scaffolding method was implemented and how students responded to it. The goal is to gain a deeper understanding of the experiences of both teachers and students in the scaffolding process. The findings of this research are expected to contribute to the growing body of knowledge on the use of scaffolding in education, particularly in Islamic education. If the scaffolding method proves effective in improving students' learning outcomes of Asmaul Husna, it could be recommended as a valuable approach for teaching other subjects in Islamic schools. Additionally, the research could offer insights into how scaffolding can be adapted to different cultural and religious contexts.

The results of the study may also have implications for teacher training and professional development. Teachers who are trained in the use of scaffolding can better support their students and create a more dynamic and supportive learning environment. The research could encourage schools to incorporate scaffolding techniques into their teaching practices and develop a more student-centered approach to education. In conclusion, this research will provide valuable insights into the effectiveness of the scaffolding method in improving learning outcomes in the context of Asmaul Husna material at MTs Nurul Qolbi Kota Tanah. By using a combination of quantitative and qualitative research methods, the study aims to offer a comprehensive understanding of how scaffolding can be applied in Islamic education and its potential to enhance students' learning experiences. The implementation of the scaffolding method could ultimately lead to improved academic performance, greater student engagement, and a deeper understanding of the Asmaul Husna material. This research is also expected to highlight the importance of teacher guidance, peer collaboration, and active learning strategies in promoting effective learning outcomes. The findings will be valuable for educators, policymakers, and researchers interested in enhancing the quality of education in Islamic schools and beyond.

## RESULTS

The research conducted at MTs Nurul Qolbi Kota Tanah on the implementation of the scaffolding method to improve students' learning outcomes in Asmaul Husna material yielded valuable findings. The results are analyzed based on both quantitative and qualitative data collected from pre- and post-tests, classroom observations, and interviews with both teachers and students. This section will present the findings, starting with the quantitative analysis followed by the qualitative analysis. Quantitative data analysis showed a significant improvement in students' knowledge and understanding of Asmaul Husna after the scaffolding intervention. The pre-test scores for the experimental group were relatively low, with an average score of 52%. The post-test results for the same group, however, showed a marked improvement, with an average score of 82%. This increase of 30 percentage points indicates a substantial gain in students' learning outcomes due to the scaffolding method. In contrast, the control group, which was taught using traditional methods, showed minimal improvement. The pre-test average for the control group was 50%, and the post-test average was 58%, reflecting only an 8% increase.

To further assess the significance of these differences, an independent t-test was conducted to compare the pre- and post-test scores of the experimental and control groups. The results revealed a statistically significant difference between the experimental and control groups' post-test scores, with a p-value of 0.001. This indicates that the scaffolding method had a significant positive effect on the experimental group's learning outcomes. Additionally, the paired t-test conducted within the experimental group showed a highly significant difference between pre- and post-test scores, with a p-value of 0.000. This confirms that the scaffolding method was effective in improving the students' knowledge of Asmaul Husna, as their performance in the post-test was significantly higher than in the pre-test.

The improvement in the experimental group's scores can be attributed to the scaffolding strategies implemented during the lessons. These strategies involved breaking down the material into smaller, more manageable parts, providing step-by-step guidance, and gradually reducing support as students gained proficiency. The teacher's consistent feedback and the use of visual aids such as flashcards, charts, and mnemonic devices were also instrumental in facilitating the students' understanding of the material. The qualitative data, obtained through classroom observations and interviews, provided further insights into the students' experiences with the scaffolding method. Classroom observations revealed that students in the experimental group were more actively engaged during the lessons. They frequently participated in discussions, asked questions, and collaborated with their peers. The scaffolding approach encouraged a student-centered learning environment, where students felt comfortable seeking help from both the teacher and their classmates.

One of the key observations was that students were able to recall and recite the names of Allah more accurately and confidently. The teacher's role in providing support through prompts, guiding questions, and feedback helped students organize their thoughts and retain the material. As the lessons progressed, students demonstrated greater independence in their learning, indicating that the scaffolding method effectively fostered self-confidence and autonomy. The use of collaborative learning strategies, such as pair work and group discussions, also played a crucial role in enhancing students' understanding of Asmaul Husna. Through peer interactions, students were able to share their knowledge, clarify doubts, and reinforce their learning. This peer support was especially beneficial for students who struggled with certain names or pronunciations. By teaching each other, students not only deepened their understanding of the material but also built a sense of community and cooperation in the classroom.

Interviews with the students revealed that many of them felt more motivated and confident in their ability to learn Asmaul Husna. One student mentioned, "Before, I had



trouble remembering the names, but with the teacher's help and the activities we did, I can remember them better now." Another student shared, "I like working in groups because we can help each other, and I understand the names better when we talk about them together." These statements reflect the positive impact of scaffolding on students' motivation and self-efficacy.

The teacher's interviews also revealed that the scaffolding method helped create a more dynamic and interactive classroom environment. The teacher noted that students were more engaged and enthusiastic about learning Asmaul Husna. The teacher appreciated the opportunity to provide personalized support to students, tailoring their teaching to meet individual needs. However, the teacher also mentioned that managing the different levels of student progress required careful planning and time management. In terms of challenges, the teacher noted that some students initially struggled with the gradual removal of support. While most students adapted well to the scaffolding process, a few students needed additional guidance and reminders before they could complete tasks independently. This challenge highlights the importance of providing adequate support and monitoring each student's progress throughout the learning process.

Despite these challenges, the overall response to the scaffolding method was overwhelmingly positive. Both students and the teacher expressed satisfaction with the results of the intervention. The students' improved performance in the post-test and their positive feedback indicate that the scaffolding method contributed significantly to their understanding of Asmaul Husna. The teacher's ability to scaffold the learning experience effectively helped students build their knowledge progressively, which led to a deeper understanding of the material. The research also highlighted the importance of incorporating various scaffolding techniques to meet the diverse needs of students. The teacher used a combination of verbal cues, visual aids, and collaborative learning activities, all of which contributed to the students' success. This multi-faceted approach ensured that students with different learning styles could access the material in a way that suited their needs.

The findings from this research suggest that the scaffolding method is an effective instructional strategy for improving the learning outcomes of Asmaul Husna at MTs Nurul Qolbi Kota Tanah. The significant improvement in the experimental group's scores, combined with the positive feedback from both students and the teacher, demonstrates the value of scaffolding in enhancing students' understanding and retention of complex material. Furthermore, the research shows that scaffolding can be particularly beneficial in Islamic education, where students are often required to memorize and understand religious texts such as Asmaul Husna. By breaking down the material into smaller, more manageable parts and providing targeted support, students were able to achieve a higher level of mastery and confidence in their learning.

In addition to improving academic performance, the scaffolding method also contributed to the development of essential skills such as collaboration, problem-solving, and self-regulation. These skills are valuable not only in religious education but also in other areas of learning. The scaffolding approach encouraged students to take ownership of their learning, work together, and seek out solutions to challenges they encountered during the lessons. This research also provides important implications for teaching practices in Islamic schools. Teachers who adopt scaffolding strategies can create more engaging and supportive learning environments, where students are encouraged to actively participate in their own learning process. By gradually reducing support and fostering independence, scaffolding helps students become more confident and capable learners.

The positive outcomes observed in this study suggest that scaffolding can be applied to other subjects in Islamic schools, such as Quranic studies, Fiqh, and Arabic language. Teachers can adapt the scaffolding method to meet the specific needs of each subject, providing a more effective and personalized learning experience for students.

In conclusion, the implementation of the scaffolding method in teaching Asmaul Husna at MTs Nurul Qolbi Kota Tanah has proven to be an effective strategy for improving students' learning outcomes. The research has demonstrated that scaffolding can enhance students' academic performance, increase their motivation and engagement, and develop important learning skills. As a result, scaffolding is a promising approach for educators seeking to improve the quality of education and support students' success in Islamic schools.

## **DISCUSSION**

The results of this study indicate that the implementation of the scaffolding method significantly improved the learning outcomes of students studying Asmaul Husna at MTs Nurul Qolbi Kota Tanah. This discussion section aims to explore the implications of these findings, the relationship between scaffolding and learning outcomes, and the challenges and benefits associated with its use in Islamic education. Additionally, this section will provide insights into how scaffolding can be effectively integrated into the teaching practices of Islamic schools. The quantitative data showed that the experimental group, which received instruction using the scaffolding method, experienced a remarkable improvement in their post-test scores compared to the control group. This finding is consistent with previous studies that suggest scaffolding is an effective instructional strategy for enhancing students' learning outcomes. By providing temporary support, scaffolding helps students gain a deeper understanding of the material, ultimately fostering independence and mastery. The significant improvement in the experimental group's performance demonstrates that scaffolding can be a powerful tool for promoting academic success, particularly in subjects that require memorization and comprehension, such as Asmaul Husna.

The primary mechanism by which scaffolding improves learning outcomes is through its provision of structured, step-by-step support that gradually fades as students become more competent. This gradual release of responsibility allows students to build confidence in their ability to master new concepts. The findings of this study suggest that scaffolding was particularly effective in helping students recall and retain the names of Allah in Asmaul Husna. The use of guiding questions, visual aids, and mnemonic devices supported students' cognitive processing, making the material more accessible and memorable. This is consistent with the cognitive development theory, which emphasizes the importance of active learning and guidance for students to reach higher levels of understanding.

The success of the scaffolding method in this study also aligns with Vygotsky's Zone of Proximal Development (ZPD). According to Vygotsky, learning occurs most effectively when students are provided with tasks that are slightly beyond their current abilities but can be accomplished with guidance. The scaffolding method provides the necessary support within this zone, allowing students to stretch their abilities and achieve higher levels of performance. The teachers' role in providing scaffolds that match students' current knowledge and abilities is crucial for maximizing the effectiveness of this approach.

Another key finding from the study is the increased student engagement and participation observed in the experimental group. Classroom observations revealed that students in the experimental group were more interactive, asking questions and engaging in peer discussions. This is an important aspect of scaffolding, as it promotes a collaborative learning environment where students learn from one another. The peer interactions, facilitated by group work and pair activities, not only supported students' understanding of Asmaul Husna but also fostered a sense of community and cooperation. Collaborative learning has been shown to enhance student motivation and achievement, and this study confirms that scaffolding, when combined with cooperative learning strategies, can significantly improve learning outcomes.

One of the strengths of scaffolding is its adaptability to different learning styles. In the experimental group, the use of diverse scaffolding techniques, such as visual aids, verbal prompts, and interactive group activities, ensured that all students could access the material in a way that suited their learning preferences. Visual learners benefited from the use of flashcards and charts, while auditory learners responded well to verbal explanations and discussions. Kinesthetic learners, on the other hand, engaged in hands-on activities and group work. By catering to different learning styles, scaffolding helped ensure that all students had the opportunity to succeed.

The scaffolding method also allowed for individualized support, as the teacher was able to monitor students' progress and provide targeted assistance based on their needs. This individualized approach is particularly important in a classroom with diverse learners, as it ensures that no student is left behind. The teacher's ability to assess students' understanding and adjust the level of support accordingly was a key factor in the success of the scaffolding method in this study. Teachers who are trained in scaffolding techniques can better identify students' strengths and weaknesses and provide timely interventions to support their learning. Despite the overall success of scaffolding in improving students' learning outcomes, there were some challenges associated with its implementation. One of the difficulties highlighted by the teacher was the need to carefully balance the level of support provided to each student. While scaffolding is designed to provide temporary assistance, some students required more time and support before they could progress to more independent learning. This challenge underscores the importance of ongoing assessment and adjustment of scaffolding strategies to meet the evolving needs of students.

Another challenge was the teacher's need to manage a wide range of student abilities within the same classroom. While some students quickly mastered the Asmaul Husna material, others required more intensive support. This variance in student readiness required the teacher to be flexible and responsive, adjusting the scaffolding techniques as needed. Teachers must be prepared to differentiate their instruction and provide personalized support, which can be time-consuming and require significant effort. Nevertheless, the benefits of scaffolding, such as increased student engagement and improved learning outcomes, outweigh these challenges.

In terms of the students' responses to scaffolding, many expressed that the structured support helped them feel more confident in their ability to learn Asmaul Husna. Interviews with students revealed that they appreciated the guidance provided by the teacher and felt that the scaffolding approach made the material easier to understand. One student noted that the use of mnemonic devices helped them remember the names of Allah more effectively, while another student mentioned that the teacher's step-by-step approach allowed them to grasp the material at their own pace. These positive responses highlight the impact of scaffolding on students' motivation and self-efficacy.

Furthermore, the use of peer collaboration in the scaffolding method was particularly beneficial for students who struggled with the material. Peer support allowed students to explain concepts to one another, reinforcing their understanding and providing additional perspectives. Collaborative learning fosters a sense of shared responsibility, where students feel accountable for their own learning as well as the learning of their peers. This sense of community and mutual support is essential for creating a positive classroom environment, where students feel encouraged to actively participate and contribute to their own learning process.

The scaffolding method's effectiveness in improving learning outcomes also has implications for teacher professional development. Teachers who are trained in scaffolding techniques can better support students and create a more dynamic and responsive classroom environment. Professional development programs that focus on scaffolding can equip teachers with the skills and strategies necessary to implement this approach effectively. By providing teachers with the tools they need to scaffold learning, schools can enhance the quality of education and support students' academic success.

One important consideration for the future is the scalability of the scaffolding method. While this study demonstrated that scaffolding was effective in a small-scale setting, further research is needed to determine its applicability in larger classrooms and across different educational contexts. Additionally, future studies could explore the long-term impact of scaffolding on students' retention and application of Asmaul Husna knowledge. Longitudinal research would provide insights into whether the gains made through scaffolding are sustained over time and whether the skills developed during the intervention can be transferred to other subjects and areas of learning.

The positive outcomes of this study suggest that scaffolding can be a valuable approach not only in Islamic education but also in other subjects that require the memorization and understanding of complex material. The scaffolding method can be adapted to various content areas, such as Quranic studies, Fiqh, and Arabic language. By applying scaffolding techniques across different subjects, teachers can create a more holistic and supportive learning experience for students. The findings also suggest that scaffolding can play a role in promoting inclusivity in education. By providing different types of support, scaffolding ensures that students with diverse learning needs and abilities can participate fully in the learning process. This is particularly important in inclusive classrooms, where students with varying levels of prior knowledge, learning styles, and abilities are taught together. Scaffolding helps level the playing field, allowing all students to access the curriculum and succeed.

In conclusion, the implementation of the scaffolding method in teaching Asmaul Husna at MTs Nurul Qolbi Kota Tanah has proven to be highly effective in improving students' learning outcomes. The study demonstrates that scaffolding enhances student engagement, supports individualized learning, and fosters collaboration. While there are challenges associated with its implementation, the benefits of scaffolding far outweigh the difficulties. The success of this study highlights the importance of adopting scaffolding as an instructional strategy in Islamic schools and other educational settings. By providing structured support and gradually reducing it as students gain mastery, scaffolding helps students achieve higher levels of understanding and independence.

The teacher's role in providing structured guidance, feedback, and prompts was pivotal in the scaffolding process. By using various instructional techniques, such as visual aids, guiding questions, and step-by-step explanations, the teacher was able to break down the Asmaul Husna material into smaller, manageable parts. This made the material more accessible and less overwhelming for students, particularly those who found the memorization and understanding of the 99 names of Allah challenging.

The combination of teacher-led scaffolding and peer collaboration further enhanced the learning experience for students in the experimental group. Group work and pair activities encouraged students to discuss the material, clarify their understanding, and support one another. This collaborative aspect of scaffolding not only deepened students' understanding of Asmaul Husna but also fostered a sense of community and mutual responsibility in the classroom. The students' engagement and enthusiasm for learning Asmaul Husna increased significantly with the scaffolding method. Classroom observations showed that students in the experimental group were more actively involved in the lessons, participating in discussions, and asking questions. This increased level of engagement is one of the most important benefits of scaffolding, as it encourages students to take ownership of their learning and feel more invested in the subject matter.

The positive feedback from students during the interviews also reflected their satisfaction with the scaffolding approach. Many students expressed that they felt more confident in their ability to learn Asmaul Husna due to the support provided by the teacher and their peers. The use of mnemonic devices, visual aids, and peer discussions helped students remember and understand the material more effectively, making the learning process more enjoyable and less stressful.

One of the key benefits of scaffolding that emerged from this study is its ability to cater to students' individual learning needs. The teacher's ability to adjust the level of support



based on each student's progress allowed for personalized learning experiences. Some students required more time and assistance, while others were able to progress more quickly. This individualized support ensures that no student is left behind and that all students have an opportunity to succeed.

The findings also emphasize the importance of differentiated instruction within the scaffolding framework. Scaffolding can be tailored to meet the diverse needs of students, whether they are visual, auditory, or kinesthetic learners. By offering a variety of scaffolding strategies, teachers can ensure that all students can engage with the material in ways that suit their learning preferences and strengths.

Although the scaffolding method was highly effective, the study also highlighted several challenges in its implementation. One of the main challenges identified was the need for careful planning and time management, as scaffolding requires teachers to constantly assess students' progress and adjust the level of support accordingly. Teachers must be flexible and responsive to students' needs, which can be demanding in classrooms with diverse learners.

The teacher's ability to balance the level of support given to each student was another challenge. Some students required more intensive guidance than others, which required the teacher to manage the varying needs within the classroom. This challenge underscores the importance of ongoing assessment and the teacher's role in continuously adjusting scaffolding strategies to ensure that all students receive the support they need to succeed.

Despite these challenges, the benefits of scaffolding in improving students' learning outcomes outweighed the difficulties encountered during implementation. The positive impact of scaffolding on student engagement, motivation, and academic performance makes it a valuable instructional strategy for enhancing learning in Islamic education settings.

This research also has significant implications for teacher professional development. Teachers who are trained in scaffolding techniques are better equipped to provide effective support to students and create a more dynamic, interactive classroom environment. Professional development programs focused on scaffolding can help teachers build the skills necessary to implement this approach successfully, ensuring that students receive the personalized support they need to achieve academic success.

The findings of this study also suggest that scaffolding has the potential to be applied in other areas of Islamic education. Subjects such as Quranic studies, Fiqh, and Arabic language, which require students to memorize and understand complex material, could benefit from the use of scaffolding. By applying scaffolding strategies across different subjects, teachers can create a more comprehensive and supportive learning environment for students. In addition to its impact on academic achievement, scaffolding also fosters the development of essential skills such as collaboration, problem-solving, and self-regulation. These skills are crucial for students' overall development and success, both in and out of the classroom. By encouraging students to work together and take responsibility for their own learning, scaffolding promotes a holistic approach to education that prepares students for future challenges.

The positive results from this study suggest that scaffolding can be an effective strategy for promoting inclusivity in education. By providing various types of support, scaffolding ensures that students with diverse learning needs and abilities can access the curriculum and succeed. This is particularly important in inclusive classrooms, where students with different levels of prior knowledge, learning styles, and abilities are taught together.

Scaffolding also has the potential to enhance student motivation and self-efficacy. When students feel supported and confident in their ability to succeed, they are more likely to remain engaged and motivated to continue learning. The scaffolding approach fosters a growth mindset, where students understand that their abilities can improve with effort.

and perseverance. This mindset is crucial for building resilience and a positive attitude toward learning.

In light of the findings from this study, it is clear that scaffolding has the potential to transform the teaching and learning of Asmaul Husna in Islamic schools. By providing structured support, promoting collaboration, and encouraging independent learning, scaffolding helps students build a deeper understanding of the material and gain confidence in their abilities. The success of this study suggests that scaffolding can be a valuable instructional method for improving learning outcomes in Islamic education.

Moving forward, it would be beneficial to conduct further research on the long-term effects of scaffolding on students' retention and application of knowledge. Longitudinal studies could provide insights into whether the gains achieved through scaffolding are sustained over time and whether students continue to apply the skills and strategies they developed during the scaffolding intervention. Future research could also explore the scalability of scaffolding across different educational contexts and grade levels. While this study focused on seventh-grade students, scaffolding may be effective for students of varying ages and academic levels. By testing scaffolding in different classroom settings, researchers can assess its applicability and impact on a broader scale.

The success of scaffolding in this study also has implications for educational policy and curriculum development. Schools and educational institutions can benefit from incorporating scaffolding strategies into their teaching frameworks, ensuring that all students receive the support they need to succeed. By adopting scaffolding as a core instructional strategy, schools can improve the overall quality of education and help students reach their full potential.

In conclusion, the implementation of scaffolding in teaching Asmaul Husna at MTs Nurul Qolbi Kota Tanah has proven to be a highly effective method for improving students' learning outcomes. Through structured support, collaborative learning, and individualized instruction, scaffolding helped students gain a deeper understanding of the material and achieve higher levels of academic performance. The positive results of this study demonstrate that scaffolding can be an essential tool for enhancing learning in Islamic education and should be integrated into teaching practices to support student success.

## **CONCLUSION**

The research conducted at MTs Nurul Qolbi Kota Tanah has successfully demonstrated the significant benefits of using the scaffolding method in enhancing the learning outcomes of Asmaul Husna for seventh-grade students. The results obtained from both quantitative and qualitative data analysis provide strong evidence that scaffolding can effectively improve students' understanding, retention, and performance in learning complex religious material such as the names of Allah. The quantitative findings, particularly the substantial increase in the post-test scores of the experimental group, clearly indicate that scaffolding contributed to the improvement of students' knowledge and comprehension of Asmaul Husna. Students who received scaffolding support showed remarkable progress in both recalling and accurately identifying the names of Allah, as compared to those who were taught using traditional methods. This outcome highlights the potential of scaffolding as a powerful tool in helping students master complex content. The pre- and post-test scores revealed a significant difference between the experimental group and the control group, further confirming the effectiveness of scaffolding in improving learning outcomes. The substantial improvement in the experimental group's post-test scores illustrates the positive impact of scaffolding on students' cognitive processing and retention of the material. In comparison, the minimal increase in the control group's scores suggests that traditional teaching methods may not provide the same level of support and engagement. The implementation of scaffolding in this study was carefully designed to gradually reduce the teacher's support as students progressed in their learning. This gradual release of responsibility is one of the key components of scaffolding, as it encourages students to

become more independent and confident in their abilities. The significant increase in the experimental group's post-test scores demonstrates that scaffolding effectively supported students' development of self-regulation and autonomy in learning.

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