



Implementation of the Scaffolding Method in Improving Islamic Religious Education Learning Outcomes on the Material of Improving the Ability to Read and Write the Qur'an through Innovative Class Methods with Visual Media at SMP Negeri 2 Perbaungan

Nurhapni Apriani ✉, SMP Negeri 2 Perbaungan, Indonesia

Diana Fajar Anggraini Harahap, UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan, Indonesia

Muhammad Ali Sukri Ritonga, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Saidah, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

✉ nurhapniapriani14@guru.smp.belajar.id

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the scaffolding method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study indicate that the scaffolding method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.81%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the scaffolding method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: metode scaffolding

Received June 10, 2024; **Accepted** July 23, 2024; **Published** October 31, 2024

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INTRODUCTION

The Qur'an is a holy book for Muslims that is a guideline for life in all aspects of life. Reading and writing the Qur'an properly and correctly is an obligation for every Muslim to be able to understand, appreciate, and practice its teachings optimally. However, not everyone has good literacy skills in the Qur'an from an early age. Therefore, effective methods and strategies are needed to improve this ability. With the development of science and technology, various methods of learning the Qur'an have been developed to make it easier for Muslims to read and write Arabic letters with the correct rules in accordance with the science of tajweed and khat. This material will discuss various approaches, methods, and benefits in improving the literacy of the Qur'an.

It is hoped that through this learning, each individual can be more confident in reading the Qur'an fluently and be able to write it well in accordance with the applicable rules. The Qur'an is the holy book of Muslims that is a guideline for life in carrying out all

aspects of life. As the main source of Islamic teachings, the Qur'an contains instructions, laws, and moral values that must be understood and practiced by every Muslim.

Therefore, the ability to read and write the Qur'an well is a must so that the messages contained in it can be accepted and applied correctly in daily life. Reading the Qur'an is not just an activity of reading Arabic texts, but must also be done in accordance with the rules of tajweed science. Tajweed ensures that every letter, harakat, and makhraj is pronounced correctly, so that the meaning conveyed remains in accordance with what is intended. Mistakes in reading the Qur'an can change the meaning of the verse, which results in a wrong understanding of the message that Allah SWT wants to convey. Therefore, tajweed learning is an important part in improving the ability to read the Qur'an.

In addition to reading, the ability to write Arabic letters is also very important in learning the Qur'an. Arabic writing has certain rules, both in the form of khat (calligraphy) and spelling that follow the rules of the Arabic language. The ability to write the Qur'an well will help in understanding the arrangement of verses, memorizing, and deepening the knowledge of the Qur'an. Unfortunately, there are still many Muslims, especially among children and beginners, who have difficulty writing Arabic letters correctly. In an effort to improve the literacy of the Qur'an, various learning methods have been developed. Traditional methods such as talaqqi and sorogan, in which a teacher teaches directly to students, are still widely used in various Islamic educational institutions. Meanwhile, technological developments have also brought innovations in learning the Qur'an, such as the use of digital applications, online classes, and interactive media that can help speed up the learning process.

Other factors that influence in improving the literacy of the Qur'an are the environment and motivation. A conducive environment, such as a family that is active in Qur'an learning and a supportive community, can provide a strong impetus for a person to continue practicing and improving their abilities. In addition, individual motivation is also a key factor in determining the extent to which a person strives to learn to read and write the Qur'an well. By understanding the importance of the ability to read and write the Qur'an and various factors that affect it, it is hoped that each individual can be more active in studying this holy book. Effective learning, the right methods, and a supportive environment will help increase understanding and love for the Qur'an. Thus, Muslims can more easily practice the teachings contained in it and make them a guideline for life in every aspect of life.

METHODS

This study uses a qualitative descriptive approach to analyze strategies and methods in improving the literacy of the Qur'an. This approach was chosen because it allows researchers to delve deeply into various factors that affect the effectiveness of learning the Qur'an, both in terms of methods, environment, and the use of technology in the learning process. The type of research used is qualitative descriptive research, where data collected, analyzed, and presented in narrative form. The main focus of this research is to understand effective Qur'anic literacy learning methods and identify the challenges faced by learners. The data sources in this study consist of primary and secondary data.

Primary data was obtained through interviews with ngaji teachers, ustaz, students, and students in various Islamic educational institutions. Meanwhile, secondary data was obtained from literature studies that included books, scientific journals, and articles that discussed the Qur'anic learning method and its effectiveness. Data collection techniques are carried out through observation, interviews, and documentation. Observation was made by directly observing the learning process of reading and writing the Qur'an in various environments, such as Islamic boarding schools, madrasas, and non-formal educational institutions. Interviews were conducted with educators and students to get

information about the challenges they face and the effectiveness of the methods used in learning.

In addition, documentation is also used to collect and analyze various related references, such as manuals, modules, and digital applications used in learning the Qur'an. The data obtained in this study was analyzed using a thematic analysis method, which involved several stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and summarizing information relevant to the research objectives. Furthermore, the summarized data is presented in the form of narratives or tables to facilitate interpretation. In the final stage, the researcher draws conclusions by identifying patterns, relationships, and key findings that can be recommendations in improving Qur'anic literacy learning. With this method, the research is expected to provide a clear picture of various strategies that can be applied in improving the literacy of the Qur'an. In addition, the results of this study are expected to provide useful recommendations for educators, students, and Islamic educational institutions in developing more effective and efficient learning.

RESULTS

This study aims to determine the effectiveness of the scaffolding method in improving the literacy of the Qur'an of grade VII students at SMPN 2 Perbaungan. Scaffolding is a learning method that provides gradual guidance until students are able to learn independently. Based on the results of initial observations, it was found that many grade VII students had difficulty in reading the Qur'an smoothly and correctly. Most students have not been able to recognize the law of tajweed well, and have difficulty writing verses of the Qur'an in correct Arabic writing. Application of the Scaffolding Method in PAI Learning The scaffolding method is applied in three stages: 1) modeling examples directly from the teacher; 2) guided training; 3) self-training with teacher evaluation provides assistance at the initial stage, then reduces intervention along with improving student skills.

To increase the effectiveness of the scaffolding method, learning is carried out using visual media, such as interactive tajweed videos, Arabic writing animations, and digital presentations. This aims to attract students' interest and make it easier for them to understand. In the first cycle, students began to show improvement in reading the Qur'an, although there were still many who experienced errors in makhraj and tajwid. In the writing aspect, most students still need help in forming Arabic letters correctly. Based on the results of the reflection, several improvements were made, such as: 1) Increasing the intensity of reading practice with direct guidance from teachers; 2) Utilizing application-based learning technology, such as the Qur'an so that students are more helpful in independent practice; 3) Improving group interaction through peer tutoring methods, where students who are more proficient in helping their peers. In the second cycle, there was a significant increase in students' ability to read and write the Qur'an. They are more confident in reading with better tajwid, and are able to write verses more neatly and correctly.

Based on the results of observations and tests, the percentage of students who are able to read the Qur'an well increased from 45% in the first cycle to 80% in the second cycle. They began to understand the law of tajweed and were able to apply it in their readings. In the writing aspect, the number of students who are able to write verses of the Qur'an with good Arabic writing increased from 40% in the first cycle to 75% in the second cycle. This shows the effectiveness of the gradual guidance provided by teachers. In addition to improving skills, students also showed increased motivation to learn. They are more enthusiastic in participating in learning because the methods used are more innovative and interesting. Student Response to Learning with the Scaffolding Method Based on the results of the questionnaire, 85% of students stated that the scaffolding

method helped them in understanding the PAI material, especially in improving their literacy skills of the Qur'an.

Students feel more confident in learning because they are given guidance gradually. Comparison Before and After the Application of the Scaffolding Method Before the scaffolding method was implemented, many students experienced difficulties in reading and writing verses of the Qur'an. After this method is applied, students' activeness and understanding increase significantly, as evidenced by the results of tests and observations made. Advantages and Challenges in the Implementation of the Scaffolding Method The scaffolding method has proven to be effective in improving student learning outcomes, but there are several challenges, such as It takes longer because guidance is given gradually. Teachers must be more active and patient in accompanying students according to their level of understanding. The availability of adequate visual media is an important factor in the success of this method. Implications of Research Results on PAI Learning The results of this study show that the application of the scaffolding method with visual media in the innovative classroom method can be a solution in improving students' literacy of the Qur'an. Therefore, this method is recommended to be applied in PAI learning in other junior high schools. Overall, this study proves that the scaffolding method is effective in improving the literacy of the Qur'an among junior high school students. With gradual guidance and the use of visual media, students become more active, confident, and motivated in learning. Therefore, this method is highly recommended to be applied more widely in PAI learning to improve the quality of Islamic education in schools.

A research study was conducted at SMP Negeri 2 Perbaungan to evaluate the effectiveness of the Scaffolding method in improving Islamic Religious Education outcomes, particularly in enhancing students' ability to read and write the Quran. The study focused on the use of an innovative classroom approach combined with visual media to facilitate learning. The objective was to determine how the Scaffolding method, when applied in an environment enriched with visual media, could improve the students' skills in Quranic reading and writing. The Scaffolding method, which involves providing support and gradually reducing assistance as the learner gains competence, was chosen for this study due to its effectiveness in helping students acquire complex skills in a structured and supportive environment. In this context, the primary skill being developed was the ability to read and write the Quran. The study explored how this method could be applied in an Islamic education classroom, particularly focusing on the gradual release of responsibility from the teacher to the students as they mastered Quranic literacy. Visual media was integrated into the learning process to complement the Scaffolding method. The visual aids included Quranic verses displayed on posters, interactive whiteboards, and multimedia presentations that helped students better visualize the Arabic script and the pronunciation of the Quranic text. These visual tools were carefully designed to cater to different learning styles and provide students with a more engaging and interactive learning experience. The use of visual media was expected to enhance students' understanding of Quranic text, aid in the memorization of verses, and improve their writing skills.

The study was conducted with a group of 30 students in the eighth grade of SMP Negeri 2 Perbaungan. Over the course of several weeks, these students participated in a series of lessons designed to improve their Quranic reading and writing skills. The lessons were structured using the Scaffolding method, where the teacher began by providing clear, step-by-step instructions and explanations, gradually allowing students to take on more responsibility for their learning as they demonstrated increasing competence. The visual media served as a supplementary tool to support the process, helping students visualize the text and connect the written word to its correct pronunciation. The results of the study revealed significant improvements in the students' ability to read and write Quranic text. Initially, many students struggled with proper pronunciation and writing of Quranic letters due to the complexity of the Arabic script. However, after several weeks of lessons using the Scaffolding method and visual aids, students demonstrated notable progress.

They became more confident in reading Quranic verses and were able to accurately write Arabic characters, with fewer errors in pronunciation and writing. This improvement was attributed to the structured support provided through Scaffolding, which allowed students to gradually gain independence in their learning.

One of the key aspects of the Scaffolding method was the teacher's role in providing continuous support during the initial stages of learning. Teachers used clear explanations and demonstrations, breaking down the Quranic text into manageable parts to ensure that students could grasp each component of the text before moving on to more complex material. As students demonstrated mastery of basic skills, the teacher gradually reduced the amount of support, encouraging students to take more responsibility for their learning. This gradual release of responsibility helped students build confidence and mastery over the skills required to read and write the Quran. The integration of visual media played a significant role in enhancing students' learning experiences. For example, interactive whiteboards allowed students to engage with the Quranic text in a dynamic and interactive manner. They could trace over Quranic letters on the board, hear correct pronunciation, and visualize the connections between Arabic script and sound. The use of colorful, well-organized posters featuring Quranic verses also helped students visualize the text and make connections between written and oral forms of the Quran. These visual aids provided essential reinforcement, helping students retain information more effectively.

Additionally, the study found that the use of visual media not only enhanced the students' understanding of Quranic reading and writing but also improved their overall engagement in the lessons. Students showed greater enthusiasm and interest in participating in lessons when they could interact with the text through visual tools. This increased engagement was particularly evident in classroom discussions, where students felt more confident in answering questions and sharing their thoughts. The interactive nature of the visual aids allowed students to actively participate, creating a more dynamic learning environment. The assessment results indicated a significant improvement in the students' Quranic reading and writing skills after the intervention. Before the implementation of the Scaffolding method with visual media, students had difficulty reading Quranic verses with correct pronunciation and struggled with writing the Arabic letters correctly. After the intervention, however, students were able to read and write more accurately. They could pronounce the Quranic letters with greater precision, and their handwriting became clearer and more legible. The use of visual aids, in combination with the teacher's structured support, was identified as a key factor contributing to these improvements.

The study also highlighted the importance of providing students with opportunities for independent practice. Once the teacher had gradually reduced the amount of direct support, students were given time to practice on their own using the visual aids. This independent practice allowed students to internalize what they had learned, reinforce their skills, and gain a sense of autonomy in their learning process. The combination of teacher guidance and self-directed practice helped solidify the students' understanding of Quranic reading and writing. Another finding from the study was that students showed an increased sense of motivation and self-confidence in their ability to read and write the Quran. Before the intervention, many students were apprehensive about their abilities and lacked confidence in their Quranic skills. However, after working through the Scaffolding process and engaging with the visual media, students became more confident in their abilities. This change in attitude was particularly noticeable during classroom activities, where students eagerly volunteered to read Quranic verses aloud or demonstrate their writing skills.

Furthermore, the study revealed that students were able to better memorize Quranic verses as a result of the visual media. The use of color-coded text, illustrations, and animated videos helped reinforce the Quranic text, making it easier for students to recall the verses during assessments or class discussions. This improvement in

memorization was linked to the multisensory approach that combined visual, auditory, and kinesthetic learning methods, which enhanced students' ability to retain and recall the material. The findings also suggested that the Scaffolding method, when combined with innovative classroom strategies and visual media, created a more inclusive and supportive learning environment. The teacher's ability to adapt the level of support to each student's needs allowed for differentiation in instruction, ensuring that all students, regardless of their starting point, could benefit from the learning activities. This personalized approach helped address the diverse learning needs of the students, allowing them to progress at their own pace while still receiving the necessary guidance.

The positive impact of this method was also observed in the classroom dynamics. As students grew more confident in their abilities, they began to help and support one another during group activities. This peer collaboration fostered a sense of community within the classroom and encouraged students to share their knowledge and skills with each other. It also created an environment where students felt comfortable asking questions and seeking assistance when needed, knowing that their peers and teachers were available to provide help. The success of this study suggests that the application of the Scaffolding method, combined with the use of visual media, could be a valuable tool in enhancing students' Quranic literacy in Islamic education. By gradually guiding students through the process of learning to read and write the Quran, teachers can provide the necessary support while encouraging independent learning. The integration of visual aids further strengthens this process, providing students with additional resources to enhance their learning. In conclusion, the research at SMP Negeri 2 Perbaungan demonstrated that the Scaffolding method, when combined with innovative classroom strategies and visual media, significantly improved students' Quranic reading and writing abilities. The results showed that students became more confident, engaged, and skilled in both reading and writing the Quran, thanks to the structured support provided by the teacher and the use of visual tools. This approach not only helped students develop essential skills in Quranic literacy but also fostered a positive learning environment where students were motivated to take an active role in their education.

DISCUSSION

The scaffolding method in Islamic Religious Education (PAI) learning is an approach that focuses on providing gradual assistance to students until they are able to learn independently. Teachers play the role of facilitators who guide students in improving their literacy skills in the Qur'an by adjusting assistance according to individual needs. The Urgency of Improving the Ability to Read and Write the Qur'an in Junior High School Based on initial observations at SMPN 2 Perbaungan it was found that many grade VII students had difficulties in reading and writing the Qur'an correctly. The main factors that cause this are the lack of habit of reading the Qur'an at home and the learning methods that are still conventional. Integration of the Scaffolding Method with Visual Media In this study, the scaffolding method is combined with visual media in an innovative classroom concept. Visual media such as interactive videos, tajweed animations, and digital presentations are used to grab students' attention and help them understand concepts in a more concrete way. Stages of Implementation of the Scaffolding Method The scaffolding method is applied in several stages, namely the teacher gives an example of reading and writing verses of the Qur'an correctly.

Students try to read and write with the guidance of the teacher. Students practice independently, with minimal help from teachers. The Role of Teachers in the Scaffolding Method Teachers act as facilitators and mentors who provide guidance gradually according to the abilities of each student. In the early stages, the teacher provides full assistance, then gradually reduces the assistance as students begin to show better understanding. Increasing Student Activity in Learning. With the scaffolding method, students are more active in the learning process because they are given the opportunity to

explore and understand the material in a more flexible way. Group discussions and methods of students helping each other are also applied to accelerate understanding. The Impact of the Use of Visual Media in Learning The use of visual media has been proven to help students understand the law of tajweed, makhraj letters, and how to write Arabic letters correctly. Interactive animations that show makhraj movements and examples of tajweed recitation are very effective in clarifying the material for students who are experiencing difficulties. Analysis of Learning Outcomes in Cycle I In the first cycle, students began to show improvement in reading and writing the Qur'an. However, there are still some students who experience errors in letter pronunciation and verse writing. The main difficulties found were lack of confidence and low reading habits. Reflection and Improvement in Cycle II To improve the effectiveness of learning, several improvement steps were taken, namely Providing more intensive reading practice with audio recordings for self-evaluation.

Increase parental involvement in guiding children at home. Using digital applications such as the Quran Learning App as a tool for self-practice. Analysis of Learning Outcomes in Cycle II In the second cycle, the results showed a significant improvement in students' ability to read and write the Qur'an. The percentage of students who are able to read with correct tajweed increased from 45% in the first cycle to 80% in the second cycle while the ability to write verses of the Qur'an increased from 40% to 75%. Increasing Student Motivation and Confidence The scaffolding method also has an impact on student learning motivation. With gradual guidance, students who were previously hesitant to read the Qur'an began to feel more confident and dare to try without fear of making mistakes. Challenges in the Implementation of the Scaffolding Method Although the scaffolding method is effective, there are several challenges in its implementation, such as: 1) It takes longer because the guidance is carried out gradually; 2) Requires patience and skills of teachers in providing assistance in accordance with the needs of students; 3) It must be supported by adequate facilities and infrastructure such as digital media to be more effective.

Implications for the PAI Curriculum in Junior High School The success of this method shows that a scaffolding-based approach can be integrated in the PAI curriculum, especially in learning to read and write the Qur'an. This method can be applied in a variety of other materials that require gradual learning. Opportunities for the Development of Scaffolding Methods in the Future This research opens up opportunities to develop scaffolding methods on a wider scale, such as: 1) Developing scaffold-based digital modules for PAI learning in schools; 2) Conducting training for teachers in implementing scaffolding effectively; 3) Develop similar methods for other subjects that require a gradual approach. The application of the scaffolding method in improving the literacy of the Qur'an has proven to be effective in improving student learning outcomes at SMPN 2 Perbaungan. With a combination of visual media and innovative classrooms, students become more active, confident, and motivated in learning. Therefore, this method is highly recommended to be applied in other schools to improve the quality of PAI learning. The results of the study also show that the memorization method or tahfidz can help increase fluency in reading the Qur'an. Students who routinely memorize verses of the Qur'an tend to be faster in understanding reading patterns and the rules of tajweed. Therefore, integrating the tahfidz method in learning to read and write the Qur'an can be an effective strategy to improve the quality of reading. In terms of curriculum, Islamic educational institutions such as madrasas and pesantren have a big role in shaping the ability to read and write the Qur'an.

Therefore, it is necessary to evaluate the curriculum applied to better suit the needs of students. The preparation of a more flexible curriculum, including the use of technology in the learning process, can help students understand the material better. It is also important to continue to conduct research and innovation in Qur'an learning methods so that they are more relevant to the times. With continuous research, teaching methods can continue to be updated so that they are more effective in improving the literacy of the

Qur'an in various groups, both children and adults. Overall, improving the literacy of the Qur'an requires a holistic approach by combining traditional methods, digital technology, and support from a conducive environment. With the right strategy, it is hoped that more and more individuals will be able to read and write the Qur'an well, so that the values of the Qur'an can be applied in daily life more optimally.

The study conducted at SMP Negeri 2 Perbaungan focused on the implementation of the Scaffolding method in enhancing students' Quranic reading and writing skills in Islamic Religious Education. The research aimed to evaluate how the gradual support provided by teachers, combined with innovative classroom techniques and visual media, could improve the learning outcomes of students. The primary focus was on helping students in grades 8 develop essential Quranic literacy skills, particularly in reading and writing the Quran correctly. Scaffolding is a teaching method that involves providing temporary support to students, which is gradually removed as students gain competence and independence. In the context of Quranic literacy, this meant that the teacher initially provided clear explanations and demonstrations of Quranic text reading and writing. As students became more proficient, the teacher reduced direct support, encouraging them to take more responsibility for their learning. This gradual release of responsibility was designed to build confidence and competence in reading and writing the Quran.

One of the central features of the study was the integration of visual media into the learning process. The use of visual aids, such as colorful posters displaying Quranic verses, interactive whiteboards, and multimedia presentations, played a crucial role in enhancing the students' understanding. These visual tools allowed students to connect the written text to its pronunciation and meaning, reinforcing the learning process. Visual media also catered to different learning styles, providing a multisensory approach that made Quranic learning more engaging and accessible. The study involved 30 students in the eighth grade, who participated in lessons designed to improve their Quranic reading and writing skills. During the sessions, students interacted with visual media and received Scaffolding support in small, structured steps. The teacher used the visual aids to display the Quranic text and demonstrate correct pronunciation. As students progressed, they were given more opportunities to practice independently, with the teacher offering support as needed. This method of gradual assistance allowed students to build their skills at their own pace.

The results of the study indicated significant improvement in the students' Quranic literacy. Before the intervention, many students struggled with proper pronunciation and writing of Arabic letters. However, after several weeks of lessons using Scaffolding and visual aids, students demonstrated marked progress. They were able to read Quranic verses with greater accuracy, and their writing improved in terms of clarity and correct form. This suggests that the Scaffolding method, combined with visual media, helped students not only understand but also apply the skills they were learning. Visual media was found to be particularly effective in helping students understand the structure of Arabic script and memorize Quranic verses. The interactive nature of the tools, such as tracing letters on an interactive whiteboard or watching animations of correct pronunciation, allowed students to practice in a hands-on manner. This interaction with the material helped reinforce their learning, making the concepts more tangible and easier to retain. The visual aids also provided immediate feedback, helping students identify and correct mistakes in their reading or writing.

The study also found that the use of Scaffolding promoted greater student engagement and motivation. Initially, students had difficulty connecting with the material, but as they received more tailored support and saw their own improvement, their confidence grew. The students became more willing to participate in classroom activities, eager to demonstrate their skills in reading and writing Quranic text. This sense of accomplishment and the positive reinforcement provided by the teacher helped maintain students' interest and enthusiasm for the subject. Moreover, the study highlighted that as students gained more confidence in reading and writing the Quran, they also

demonstrated greater interest in memorizing Quranic verses. The visual aids supported this process by helping students recall the verses more easily. Color-coded text, illustrations, and interactive videos made the memorization process more engaging, allowing students to better visualize the verses and connect the written text with its pronunciation. This multimodal approach enhanced their ability to retain information and facilitated the memorization process.

The results also revealed an improvement in the overall classroom dynamics. As students became more confident in their Quranic skills, they began to support one another in group activities. Peer collaboration became a key aspect of the learning environment, as students shared tips, helped each other with pronunciation, and worked together to practice writing. This collaborative atmosphere fostered a sense of community and encouraged a positive, supportive learning environment where students felt comfortable asking for help. In conclusion, the study at SMP Negeri 2 Perbaungan demonstrated that the Scaffolding method, when paired with visual media, was highly effective in improving students' ability to read and write the Quran. The gradual support provided by the teacher, along with the engaging and interactive nature of the visual aids, helped students build confidence, competence, and motivation. This approach not only enhanced their Quranic literacy but also contributed to a more positive and collaborative classroom environment, indicating the value of incorporating Scaffolding and multimedia tools in Islamic education.

The success of this study also highlighted the importance of using a student-centered approach in teaching Quranic literacy. The Scaffolding method allowed for differentiation, as the teacher could adjust the level of support based on the individual needs of students. Some students required more direct instruction, while others were able to move forward with minimal assistance. This individualized approach ensured that all students, regardless of their starting point, could progress at their own pace. As a result, each student received the support they needed to succeed without feeling overwhelmed or left behind. Additionally, the use of visual media proved to be an effective tool for maintaining students' attention and interest throughout the lessons. Traditional methods of teaching, such as oral recitations or written drills, can sometimes fail to engage students fully, especially when learning complex skills like Quranic reading and writing. However, the incorporation of multimedia tools, such as animated videos and interactive whiteboards, kept students engaged and allowed them to actively participate in the learning process. The dynamic and visual nature of these tools helped break down the barriers of traditional instruction, making the learning experience more stimulating and interactive.

One of the key advantages of combining Scaffolding with visual media was the ability to address the diverse learning styles present in the classroom. Not all students learn in the same way, and some may struggle with purely auditory or visual learning alone. By using a multimodal approach, the study catered to different preferences and provided students with varied opportunities to process and internalize the material. The integration of both visual and auditory elements helped students who were visual learners connect better with the text, while those who needed auditory support were able to hear the correct pronunciation alongside the written text. Another positive outcome of the study was the noticeable improvement in students' memorization skills. The visual media not only helped students understand the Quranic text but also facilitated the memorization of verses. The color-coded text, interactive exercises, and multimedia resources created an engaging environment where students could practice repeating and memorizing the verses. This active engagement made the memorization process more enjoyable and less tedious, allowing students to retain the verses for a longer period and recall them with greater accuracy.

The collaboration between the teacher and students, aided by the Scaffolding method and visual media, fostered a positive classroom environment where students were more confident in their ability to tackle challenging tasks. Students were encouraged to

take risks in their learning, knowing they would receive the necessary support and guidance to succeed. This sense of security empowered students to ask questions, seek clarification, and actively participate in lessons, which led to a deeper understanding of the Quranic text. In conclusion, the study demonstrated that the integration of the Scaffolding method and visual media had a profound impact on students' ability to read, write, and memorize the Quran. By providing structured support and incorporating engaging visual tools, teachers were able to create a learning environment that promoted confidence, motivation, and active participation. This approach not only helped improve students' Quranic literacy but also enhanced their overall learning experience by addressing diverse learning needs and fostering a supportive classroom culture.

CONCLUSION

Based on the research that has been conducted, it can be concluded that improving the ability to read and write the Qur'an is an important aspect in Islamic education that requires effective and continuous learning methods. The ability to read the Qur'an well depends not only on mastery of hijaiyah letters, but also on understanding the rules of tajweed and correct pronunciation. Therefore, the learning method used must be able to accommodate various levels of students' abilities. Traditional methods such as talaqqi, tahsin, and the use of Iqra' books have proven to be still very relevant in improving the literacy of the Qur'an. Learning based on direct interaction with the teacher provides an opportunity for students to get reading corrections directly. However, this method has limitations in terms of reach and time, especially for adults who have limited learning time. On the other hand, technological developments have brought innovations in learning the Qur'an, especially with the presence of digital applications, online classes, and the use of artificial intelligence for reading correction. Technology allows learning to be more flexible and accessible at any time. However, the effectiveness of digital methods still depends on the discipline of students in using them consistently. Therefore, the combination of traditional methods and digital technology is an ideal solution in improving the literacy of the Qur'an. The main challenges faced in this learning include the lack of competent teaching staff, low motivation to learn, and difficulties in writing Arabic letters correctly. To overcome this problem, training is needed for teachers to be more competent in teaching tajweed and makhraj letters with methods that are easy for students to understand. In addition, a supportive environment is also needed so that students are more motivated in learning the Qur'an. Environmental factors have a significant influence on learning success. Support from families, communities, and Islamic educational institutions can increase students' enthusiasm for learning. With a positive environment, students tend to practice and develop their skills in reading and writing the Qur'an well. In addition, learning the Qur'an is not just about improving your ability reading and writing, but also deepening one's spiritual understanding. Reading correctly can help a person understand the meaning of the verses of the Qur'an more deeply, so that Islamic values can be applied in daily life. Therefore, learning the Qur'an must be carried out with a comprehensive approach and not only focusing on the technical aspects of reading and writing.

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