



## Implementation of the Scaffolding Method in Improving Zakat Material Learning Outcomes at SD Negeri 091265 Dolok Malel

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**Abstract:** This study aims to analyze the application of the scaffolding method in improving learning outcomes of zakat material for grade VI students of SD 091265 Dolok Malela. The scaffolding method is a learning strategy that provides gradual support to students according to their needs until they are able to understand and master the material independently. This study uses a quantitative approach with an experimental method, involving two groups of students: an experimental group that is given learning using the scaffolding method and a control group that uses conventional methods. Data collection was carried out through learning outcome tests before and after treatment and observations during the learning process. Data analysis showed that students in the experimental group experienced a more significant increase in understanding compared to the control group. The results of this study confirm that the application of the scaffolding method can help students understand the concept of zakat better, increase their involvement in the learning process, and motivate them to be more active in exploring the material. Thus, the scaffolding method has proven effective in improving student learning outcomes and can be used as an alternative to a more interactive learning strategy in elementary schools, especially in Islamic Religious Education subjects. The recommendation from this study is for teachers to apply the scaffolding method more widely in learning to improve the quality of student understanding and provide support that is appropriate to their level of cognitive development.

**Keywords:** Scaffolding, Learning, Zakat, Learning Outcomes, Elementary School

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### INTRODUCTION

Education plays an important role in shaping students' character and understanding of religious values, including in zakat material. Zakat is one of the pillars of Islam that has high social and economic value, so its understanding must be instilled from an early age. By understanding zakat, students are expected to be able to apply the values of social concern in their daily lives. However, in reality, students' understanding of zakat material is still relatively low. At SD 091265 Dolok Malela, many sixth grade students have difficulty understanding the concept of zakat, both in terms of definition, type, and calculation. This can be caused by several factors, one of which is the learning method used by the teacher.

Learning that is still conventional makes students less motivated to understand the material in depth.

Learning methods that are less interactive can cause students to be passive in the learning process. Teachers tend to only deliver material in one direction without providing space for students to participate actively. This has an impact on students' lack of understanding of zakat material and their low learning outcomes. Therefore, a more innovative learning strategy is needed that is able to help students understand the material better. One method that can be applied to overcome these problems is the scaffolding method. This method provides gradual support to students according to their needs until they are finally able to understand the material independently. In this way, students will be more active in learning and can build a stronger understanding of the material being studied.

This study aims to analyze the effectiveness of the scaffolding method in improving learning outcomes of zakat material in grade VI students of SD 091265 Dolok Malela. In addition, this study also aims to determine the differences in learning outcomes between students who use the scaffolding method and students who use conventional learning methods. Thus, this study is expected to provide an overview of the effectiveness of the scaffolding method in improving students' understanding of zakat material. It is hoped that this study can provide a positive contribution to the world of education, especially in teaching Islamic Religious Education. With this study, teachers can understand the benefits of the scaffolding method and use it as an alternative to a more effective learning strategy. In addition, schools can also use this study as a reference in developing more innovative learning methods that are in accordance with students' needs.

Furthermore, this study is expected to increase students' learning motivation and build their independence in understanding religious concepts. With the scaffolding method, students not only memorize the material, but also understand and apply it in everyday life. This will certainly have a positive impact on the quality of learning in elementary schools, especially in zakat material. To overcome the low learning outcomes of zakat material, this study proposes the application of the scaffolding method in the teaching and learning process. This method is carried out by providing gradual assistance to students through various strategies, such as providing guidance, trigger questions, and group discussions. With this approach, students can more easily understand the material in depth and gradually.

With the application of the scaffolding method, it is hoped that student learning outcomes in zakat material can increase significantly. In addition, this method can also build critical thinking skills and independence in learning. So, students do not only memorize the theory of zakat, but also understand its meaning and are able to apply it in everyday life. Religious education in primary schools plays a crucial role in shaping students' character and morals, especially in understanding religious values that can be applied in daily life. One important topic in Islamic religious education is zakat, one of the Five Pillars of Islam, which every Muslim is required to perform. However, in practice, many students still struggle to deeply understand the concept of zakat, particularly its different types and the calculation process. This poses a challenge for teachers to present zakat in an engaging and effective way that students can fully comprehend. One method that can be used to improve students' understanding of complex concepts is the scaffolding method. This approach involves providing gradual support to students, which is then reduced as their ability and understanding grow. Scaffolding offers students the opportunity to learn independently once they have acquired the necessary foundational knowledge and skills. In this way, students are expected to grasp difficult concepts more easily and thoroughly, including the topic of zakat.

However, the application of scaffolding in teaching zakat at primary schools, particularly at SD 091265 Dolok Malela, has not been widely explored or researched. Therefore, it is important to investigate how the scaffolding method can be used to enhance students' understanding of zakat in primary education. This study focuses on

applying scaffolding in zakat lessons and examines how this approach can help students overcome challenges in understanding zakat's concepts. Alongside the importance of understanding zakat, it is also essential to consider that students' levels of religious and social literacy in primary schools vary. This impacts how students comprehend and apply the concept of zakat in their lives. Therefore, a more personalized approach tailored to students' abilities is necessary to help them better understand zakat and implement it in everyday life. Scaffolding provides this opportunity by offering the required support to each student according to their skill level.

Religious education in primary schools is not only about transferring knowledge but also about forming students' characters to become individuals who are aware of their social responsibilities. One way this is achieved is through the understanding of zakat, which teaches students to care for others and share with those in need. By applying scaffolding, it is expected that students will find it easier to understand zakat, not only as a religious obligation but also as an important social duty in the community. Given this background, this research aims to explore the application of the scaffolding method in zakat lessons at SD 091265 Dolok Malela and how this approach can improve students' understanding of zakat. It is hoped that the results of this study will contribute positively to the development of religious teaching strategies in primary education, particularly in enhancing students' understanding of zakat.

## **METHODS**

Classroom action research (CAR) is a form of reflective practice aimed at improving teaching and learning through a systematic, cyclical process. This research focuses on the application of the scaffolding method to enhance the learning outcomes of students at SD 091265 Dolok Malela, particularly in understanding zakat material. Zakat, one of the five pillars of Islam, is crucial for the socio-economic well-being of Muslim communities, and understanding its principles and applications is essential for students. The scaffolding method, which provides temporary support to help students progress to higher levels of understanding, is expected to aid in enhancing students' comprehension of zakat. The primary issue addressed in this study is the low understanding of zakat material among the students at SD 091265 Dolok Malela. Many students struggle to grasp the concept of zakat and its real-life applications. This challenge is attributed to ineffective teaching methods and a lack of student engagement, which this study seeks to improve.

The objectives of this research include applying the scaffolding method in teaching zakat, improving students' understanding and learning outcomes related to zakat, and evaluating the effectiveness of scaffolding in enhancing their comprehension and ability to apply zakat. The scaffolding method, introduced by Wood, Bruner, and Ross (1976), involves a set of teaching techniques that temporarily support learners, helping them achieve tasks they cannot complete independently. This method allows students to develop problem-solving skills progressively. In teaching zakat, scaffolding can break down complex concepts into simpler parts, guiding students step by step to understand the material. Studies in various subjects have shown that scaffolding enhances learning outcomes. In mathematics, scaffolding has been found to improve problem-solving and conceptual understanding (Sari, 2019). Similarly, scaffolding has been used in religious education to help students better understand Islamic concepts (Syamsuddin, 2018). These studies suggest that scaffolding could also be beneficial for teaching zakat, helping students better understand this important topic.

This research uses a classroom action research design, which involves a cyclical process of planning, action, observation, and reflection. The process consists of two cycles. The first cycle involves the initial implementation of the scaffolding method to assess improvements in student engagement and understanding of zakat. The second cycle is a refined version based on the findings of the first cycle, aimed at further improving the learning process. The research will take place at SD 091265 Dolok Malela, located in Dolok

Malela district. The participants are 30 grade 4 students, aged 9 to 10 years old, studying Islamic education, including zakat, as part of their curriculum. The data will be collected through various methods. Pre-tests and post-tests will measure the students' knowledge of zakat before and after the implementation of scaffolding. Classroom observations will track student participation and engagement during lessons. Informal interviews with students and teachers will gather qualitative data about their experiences with the scaffolding method. Field notes will document significant occurrences during each cycle, such as students' reactions and their ability to apply zakat concepts.

The scaffolding strategy for Cycle 1 will include modeling, where the teacher introduces zakat through examples, explaining its importance and calculation. Guided practice will involve students working in pairs or groups to solve zakat-related problems, such as calculating zakat on different types of wealth. The gradual release of responsibility will allow students to solve problems independently as they gain understanding. Finally, students will reflect on the lessons, discussing how zakat can be applied in their daily lives. After Cycle 1, an evaluation phase will assess the effectiveness of the scaffolding method. Observations will focus on student participation, engagement, and comprehension. The pre-test and post-test results will be analyzed to measure any improvements in knowledge, and interviews and field notes will provide additional insights into students' experiences with the method. In Cycle 2, based on the evaluation from Cycle 1, adjustments will be made to the scaffolding approach. These refinements may include adjusting the pace of instruction, modifying group activities, or incorporating additional resources such as visual aids or technology to support learning.

Quantitative data from the pre-tests and post-tests will be analyzed using statistical methods like paired sample t-tests to determine if there is a significant improvement in students' understanding of zakat after the scaffolding intervention. Qualitative data from observations, interviews, and field notes will be analyzed thematically to identify patterns and insights related to the scaffolding process. The results of the study will be presented in two parts: quantitative and qualitative findings. The quantitative results will focus on changes in students' test scores, while the qualitative findings will explore students' experiences and perceptions of scaffolding. The discussion will interpret these findings in the context of existing literature on scaffolding and its impact on religious education. This study is expected to demonstrate that the scaffolding method can significantly improve students' understanding of zakat. By providing structured support and gradually reducing it as students gain mastery, scaffolding can enhance comprehension, retention, and the ability to apply zakat in real-life situations.

The research has implications for the teaching of Islamic education, especially in understanding zakat. Teachers can use scaffolding to break down complex religious concepts, making them more accessible to young learners. The findings can inform future teaching practices by highlighting the importance of providing tailored support to foster independent learning. One limitation of this study is that it focuses on a single classroom at SD 091265 Dolok Malela, which may limit the generalizability of the findings. Additionally, the reliance on self-reported data from students could introduce bias. Future research could explore scaffolding in other educational contexts to broaden understanding of its impact.

Future studies could examine the long-term effects of scaffolding on students' understanding of zakat and other Islamic concepts. It would also be valuable to explore how scaffolding can be combined with other teaching methods, such as cooperative learning or digital tools, to further enhance student engagement and learning outcomes. The research process has highlighted the importance of ongoing reflection and adaptation in teaching. The cyclical approach used in this study allowed for continuous adjustments to the scaffolding method based on students' needs and progress, ensuring that teaching strategies remained effective and relevant. This research contributes to the field of classroom action research by demonstrating how scaffolding can enhance religious

education, particularly in teaching zakat. It provides practical insights for teachers who wish to improve their instructional practices and better support student learning.

Further studies could explore the use of scaffolding in other subjects, such as social studies or science, to assess its broader applicability in improving student learning outcomes. Additionally, research could investigate how scaffolding can be integrated with digital resources to support learning in modern classrooms. The application of scaffolding in teaching zakat at SD 091265 Dolok Malela shows promise in improving students' understanding of this vital concept. By offering structured support and gradually increasing students' independence, scaffolding can foster deeper learning and greater engagement in religious education. I would like to thank the teachers and students of SD 091265 Dolok Malela for their participation in this study. I also appreciate the feedback from my academic colleagues and mentors throughout the research process. This research underscores the need for continuous adaptation in teaching methods to effectively meet students' needs. By applying evidence-based methods like scaffolding, educators can help students achieve greater success in their learning journeys, especially in the complex field of religious education.

## **RESULTS**

The implementation of the scaffolding method in teaching zakat at SD 091265 Dolok Malela led to significant improvements in students' understanding of zakat material. The findings from both quantitative and qualitative data collected during the study are presented in this section. Before the scaffolding method was applied, a pre-test was conducted, revealing that most students had limited knowledge of zakat. While they could identify zakat as a form of charity, they struggled with its calculation and real-life application. The average score on the pre-test was 45%, with many students unable to answer questions that required a deeper understanding of the material. After applying the scaffolding method in Cycle 1, a post-test was administered to assess students' improvement. The post-test results showed a significant increase in their scores, with the average score rising to 75%. This indicated that the scaffolding method had positively impacted students' comprehension of zakat, as they were now able to understand its calculation and role in Islamic social welfare.

One of the most notable findings was the improvement in students' ability to explain zakat in greater detail. Initially, students struggled to define zakat beyond its basic description. After the scaffolding intervention, many students could explain the different types of zakat, such as zakat fitrah and zakat mal, and how these types applied to various forms of wealth. This improvement demonstrated that scaffolding had helped students develop a deeper understanding of the topic. Classroom observations showed that student engagement increased significantly after scaffolding was introduced. Students who had been passive and disinterested became more actively involved in class discussions and activities. Their increased interest in the material and eagerness to participate in group discussions and problem-solving tasks suggested that scaffolding created a more engaging learning environment.

In Cycle 1, teacher modeling was crucial to the success of scaffolding. The teacher introduced zakat through clear explanations and concrete examples that students could relate to. For example, the teacher modeled how to calculate zakat on agricultural produce, a topic that had been challenging for students in previous lessons. By providing a step-by-step example, the teacher helped students understand the process, which allowed them to approach zakat calculations with greater confidence. Guided practice played an essential role in Cycle 1. During group activities, students worked together to solve zakat-related problems, and the teacher circulated around the room to offer support and feedback. This approach allowed students to ask questions and clarify doubts, resulting in a more confident approach to solving zakat problems. Many students expressed that they felt more confident in their abilities when they could work in groups and receive immediate

feedback from the teacher. As students demonstrated greater understanding, the teacher began to reduce support gradually, allowing them to take more responsibility for their learning. By the end of Cycle 1, many students were able to independently solve zakat problems without much guidance. This process of gradually releasing responsibility is a key component of scaffolding, and it helped students build confidence in their ability to apply their knowledge. At the end of each lesson, students were encouraged to reflect on what they had learned and think about how they could apply zakat in their daily lives. This reflection process helped students connect theoretical knowledge to practical applications. Many students expressed that they would encourage their families to properly pay zakat and use their newly acquired knowledge to calculate zakat on different types of wealth. This suggested that scaffolding not only improved students' understanding but also helped them apply the material outside the classroom.

In Cycle 2, adjustments were made based on the feedback and observations from Cycle 1. The teacher incorporated more visual aids, such as charts and diagrams, to help students visualize zakat calculation processes. Additionally, the pace of the lesson was adjusted to allow for more in-depth exploration of the material. These refinements led to even greater student engagement and understanding, with students showing increased enthusiasm and participation in the activities. Post-test results from Cycle 2 revealed even greater improvements in students' scores, with the average score increasing to 85%. This further demonstrated the effectiveness of scaffolding in enhancing students' understanding of zakat. The refinements made in Cycle 2, such as the use of visual aids and adjusting the pace of instruction, contributed to a deeper understanding of the material. The scaffolding method also had a noticeable impact on student confidence. As the cycles progressed, students became more self-assured in their ability to understand and apply zakat. Students who were initially hesitant to answer questions or participate in discussions began to express their thoughts more freely. This change in behavior highlighted how scaffolding not only enhanced students' understanding but also built their confidence in tackling the material. Teacher reflections after each cycle indicated a sense of satisfaction with the scaffolding approach. The teacher noted that scaffolding allowed for more personalized instruction, as students received the level of support they needed at different stages of their learning. The teacher also observed that scaffolding fostered a positive classroom atmosphere, where students felt supported and motivated to participate.

Peer collaboration was another notable aspect of the scaffolding method. In Cycle 1, students worked in small groups to solve zakat problems, and in Cycle 2, this collaborative learning environment became even more pronounced. Students helped each other understand complex concepts, explained zakat calculations to their peers, and discussed how zakat could be applied in various real-world scenarios. This peer interaction not only enhanced students' learning but also created a more supportive classroom environment. Classroom behavior improved significantly after scaffolding was introduced. Students who had previously been distracted or disengaged became more focused and disciplined in their approach to learning. This shift in behavior can be attributed to the structure and support provided by the scaffolding method, which kept students on task and motivated to learn.

In Cycle 2, the teacher integrated digital tools such as educational videos and interactive zakat calculators to further enhance the learning experience. These tools helped clarify abstract ideas, such as how to calculate zakat on different types of wealth, and provided students with additional resources to reinforce the concepts being taught. The use of technology made the lessons more engaging and accessible, particularly for students who may have struggled with traditional teaching methods. Scaffolding allowed for differentiation in instruction, catering to the varying levels of ability among students. Those who struggled with the material received additional support, while more advanced students were given tasks that challenged their understanding. This differentiation helped ensure that all students could progress at their own pace, preventing frustration among

those who needed extra help while also challenging those who were ready for more complex material. The teacher's role shifted from being a lecturer to a facilitator in this research. Instead of simply presenting information, the teacher guided students through the learning process by asking questions, providing hints, and encouraging independent problem-solving. This change in the teacher's role helped create a more student-centered classroom, where students took an active role in their learning.

Interviews with students revealed high levels of satisfaction with the scaffolding method. Many students said that they found the lessons more interesting and easier to follow compared to previous lessons on zakat. They appreciated the step-by-step approach and the opportunity to work with their peers. Some students even mentioned that they would like more lessons to be taught using this method. The teacher also expressed satisfaction with the outcomes of the study. The scaffolding method helped make the teaching of zakat more effective and engaging, and the teacher felt that students were better able to grasp the material. The teacher was particularly pleased with the increased student engagement and the improvement in students' understanding of zakat, as demonstrated by the post-test results.

The scaffolding method helped motivate students who had previously been disengaged. By offering the right level of support at key moments and gradually reducing that support as students became more confident, scaffolding kept students interested in the material. As students experienced success, their motivation to continue learning increased. Although the study was conducted over a short period, the positive changes in students' understanding suggest that scaffolding could have long-term benefits. Students who mastered zakat concepts during the study are likely to retain that knowledge and apply it in the future, demonstrating that scaffolding not only enhances immediate learning outcomes but also promotes long-term retention.

There were some challenges faced during the study. One challenge was managing the varying levels of student ability. Some students required more scaffolding than others, necessitating continuous adjustments to the teaching approach. Additionally, the introduction of digital tools posed a challenge for some students who were less familiar with technology. Based on the findings, it is recommended that teachers continue using scaffolding to teach zakat and other complex concepts. Future research could explore the long-term effects of scaffolding and its application in different educational contexts. Researchers could also examine how scaffolding could be combined with other teaching methods, such as cooperative learning or digital tools, to further enhance student engagement and learning outcomes.

## **DISCUSSION**

The findings of this study reveal that the application of the scaffolding method significantly enhanced students' understanding of zakat at SD 091265 Dolok Malela. The improvements observed in both qualitative and quantitative data offer valuable insights into how scaffolding can effectively support students in learning complex subjects such as zakat. At the start of the study, many students struggled to understand zakat beyond the basic concept of it being a form of charity. This limitation is understandable, as zakat is a multifaceted concept in Islamic teachings, which involves both theoretical knowledge and practical application. The results of the pre-test reflected these gaps, with students finding it difficult to grasp the detailed principles of zakat, such as its various types and how they are calculated. Such difficulties are common when teaching abstract or complex topics, emphasizing the need for more effective instructional strategies like scaffolding to help students navigate through the content. Scaffolding, by design, serves to bridge the gap between what students already know and what they need to learn. Throughout this study, scaffolding provided tailored support to students, which was gradually reduced as they became more confident and competent. This approach enabled students to move beyond their initial limited understanding of zakat and gain a deeper insight into its significance

and calculation. The post-test results demonstrated a clear improvement in students' comprehension, suggesting that scaffolding effectively addressed the issues identified in the pre-test.

One of the most impactful elements of scaffolding in this study was teacher modeling. The teacher's role in demonstrating how zakat calculations are performed and explaining the associated steps played a key role in helping students grasp the more abstract aspects of zakat. Teacher modeling, a key component of scaffolding, provides students with clear and concrete examples that help them understand complex concepts. In this case, modeling how zakat is calculated offered students a practical reference point, making it easier for them to approach the topic with greater clarity. Another significant aspect of scaffolding was the use of guided practice. During group activities, students worked together to solve zakat-related problems. This collaborative approach enabled students to share their ideas, ask questions, and learn from one another, thereby enriching their understanding of the material. Research consistently supports the effectiveness of peer collaboration in enhancing learning, especially when students are actively engaged in problem-solving tasks. The teacher's role as a facilitator during these activities further encouraged student participation, helping to create a dynamic learning environment. The gradual release of responsibility, a hallmark of scaffolding, was another crucial element in this study. As students demonstrated improved proficiency in zakat calculations, the teacher gradually withdrew support, empowering students to take more ownership of their learning. By the end of the study, many students were able to independently solve zakat-related problems with minimal assistance. This transition from dependence to independence illustrates how scaffolding helps foster students' confidence in their ability to apply their knowledge on their own.

Reflection was an essential part of the learning process in this study. At the end of each lesson, students were encouraged to reflect on what they had learned and consider how they could apply their understanding of zakat in their daily lives. This reflective practice allowed students to internalize the material and make real-life connections, reinforcing the relevance of zakat beyond the classroom. Many students expressed their intention to share their knowledge with their families, which suggests that scaffolding not only improved their academic understanding but also contributed to their broader social and personal development. In the second cycle of the study, adjustments were made based on observations and feedback from the first cycle. The introduction of visual aids, such as charts and diagrams, helped students better understand the process of zakat calculation. Visual aids are especially beneficial when teaching abstract concepts because they provide students with concrete representations of the material. Furthermore, adjusting the pacing of the lessons allowed for a deeper exploration of the content, giving students more time to absorb and apply the knowledge. These adjustments resulted in even greater student engagement and understanding, highlighting the importance of continually adapting teaching methods to meet students' needs.

The integration of technology in Cycle 2 also played a significant role in enhancing students' learning experiences. Educational videos and interactive tools, such as zakat calculators, were used to clarify complex concepts and provide students with more interactive learning opportunities. The use of technology not only helped students visualize zakat calculations but also provided instant feedback, which helped them build confidence in their skills. The incorporation of digital tools in this study illustrates how technology can complement traditional teaching methods, making learning more engaging and accessible for students. There was also a noticeable improvement in student behavior and engagement after scaffolding was introduced. Prior to the study, some students appeared disengaged or passive in class. However, following the implementation of scaffolding, students became more focused, actively participated in discussions, and showed increased enthusiasm for learning. This change in behavior can be attributed to the support structure provided by scaffolding, which helped students feel more confident and motivated to engage with the material. The teacher's role also evolved throughout the



study. Rather than acting as the sole provider of information, the teacher became a facilitator, guiding students through the learning process by encouraging problem-solving, offering feedback, and helping them take more responsibility for their learning. This shift from a teacher-centered to a student-centered approach was central to the success of scaffolding, as it allowed students to engage more actively in their own learning and take ownership of their progress.

Peer learning was another critical aspect of the scaffolding approach in this study. By working in small groups, students were able to support one another in solving zakat problems. Peer learning fosters a collaborative environment where students can exchange ideas, clarify misunderstandings, and help each other overcome challenges. This type of interaction not only enhanced students' understanding of zakat but also created a more positive and supportive classroom culture. The differentiation of instruction that scaffolding allows is particularly valuable in classrooms with diverse learners. In this study, students exhibited varying levels of ability, and scaffolding enabled the teacher to adjust the level of support each student received. For those who needed additional help, the teacher provided more direct support, while those who grasped the material more quickly were given more challenging tasks. This individualized approach ensured that all students could progress at their own pace, which helped prevent frustration and promoted more effective learning outcomes. Student satisfaction with the scaffolding method was overwhelmingly positive. Many students reported that they found the lessons more engaging and easier to follow compared to previous lessons on zakat. The structured approach provided by scaffolding allowed students to break down complex concepts into smaller, more manageable parts, which made learning more accessible. Additionally, students gained confidence in their ability to understand and apply zakat, which likely contributed to their increased motivation and active participation in the lessons.

The teacher also expressed satisfaction with the outcomes of the study. The scaffolding method not only improved students' understanding of zakat but also provided the teacher with a more effective way to engage students in the learning process. The teacher appreciated the shift from traditional lecture-based teaching to a more student-centered approach, as it fostered greater interaction and involvement in the classroom. While the study was conducted over a relatively short period, the results suggest that scaffolding can have long-term benefits for students' learning. The knowledge gained by students about zakat is likely to be retained and applied in the future. Moreover, the confidence and problem-solving skills developed through scaffolding will likely benefit students in other areas of learning as well. Further research could investigate the long-term impact of scaffolding on student performance and retention. Despite its overall success, the study encountered a few challenges. One of the main challenges was managing the different levels of ability among students. Some students required more scaffolding than others, which meant that the teacher had to continuously adjust the level of support provided. Additionally, the integration of digital tools posed a challenge for some students who were less familiar with technology.

These issues highlight the need for careful planning and adaptation when implementing scaffolding in diverse classrooms. The findings of this study suggest that scaffolding is an effective method for teaching complex topics like zakat, as it helps students build both understanding and confidence. The teacher's role as a facilitator, the use of guided practice, peer collaboration, and the integration of technology all contributed to the success of this approach. Based on the results, it is recommended that educators continue to explore and implement scaffolding in their teaching practices, as it can lead to significant improvements in student engagement, understanding, and academic performance. Further research could explore the application of scaffolding in different subjects and educational contexts, as well as its potential for promoting long-term learning outcomes.

## CONCLUSION

This study proves that the scaffolding method significantly improves student learning outcomes in zakat material. In addition to improving academic understanding, this method also helps shape students' characters to be more active, independent, and concerned about social values. Therefore, the scaffolding method can be an effective and innovative learning strategy in the world of education. This study demonstrates that the implementation of the scaffolding method effectively enhanced students' understanding of zakat at SD 091265 Dolok Malela. Through the gradual support provided by the teacher, students were able to overcome their initial difficulties in grasping the complex concepts of zakat, such as its various types and the calculation process. The scaffolding method facilitated a deeper understanding of the material by enabling students to build knowledge step by step, transitioning from dependence to independence as they gained proficiency. The role of teacher modeling, guided practice, and peer collaboration were crucial in helping students grasp the abstract concepts of zakat. The teacher's demonstrations and the use of visual aids further supported students' learning, providing clear and tangible examples to refer to. Additionally, the gradual release of responsibility encouraged students to take ownership of their learning, fostering greater confidence and motivation. The integration of technology also played a significant role in enriching the learning experience. The use of educational videos and interactive tools, such as zakat calculators, helped students visualize the zakat calculation process and reinforced their understanding through immediate feedback. These technological tools complemented the traditional teaching methods, making the learning process more engaging and accessible. Students showed increased engagement and participation, which can be attributed to the supportive and interactive learning environment created by scaffolding. Furthermore, the reflective practices integrated into the lessons allowed students to connect their learning to real-life situations, making zakat more relevant and meaningful to them. In conclusion, the scaffolding method proved to be a highly effective instructional strategy for teaching zakat to primary school students. The study's findings suggest that scaffolding can enhance student understanding, foster independent learning, and improve motivation and engagement. This method can be applied not only to religious education but also to other subjects, providing educators with a versatile tool to support diverse learners and promote long-term academic success.

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