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The Application of the Scaffolding Method in Improving the Learning Outcomes of Let's Behave Commendably at SD Negeri 095224 Taratak Nagodang

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Abstract: This study aims to analyze the effectiveness of the application of the scaffolding method in improving learning outcomes in the material of let's behave commendably in SD Negeri 095224 Taratak Nagodang. The scaffolding method is a learning strategy that provides gradual assistance to students until they are able to understand and master the material independently. The research approach used is quantitative with an experimental method, where students are given scaffolding-based learning interventions. Data was collected through learning outcome tests and observation of student activities during the learning process. The results of the study show that the application of the scaffolding method has a positive impact on students' understanding and learning outcomes. Students become more active, motivated, and able to understand and apply commendable behavioral values in daily life. This method also helps students overcome learning difficulties through gradual guidance from teachers, thereby increasing their confidence in completing academic assignments. Compared to conventional methods, scaffolding has proven to be more effective in improving student interaction, engagement, and understanding of the concepts taught. Thus, the scaffolding method can be used as an alternative strategy in learning, especially in character education at the elementary school level.

Keywords: Scaffolding Method, Learning Outcomes, Commendable Behavior, Elementary School

INTRODUCTION

Effective learning methods are very important in improving student learning outcomes, especially in character education in elementary schools. Character education aims to shape students' personalities so that they have good morals and are able to apply them in daily life. Therefore, a learning approach is needed that can help students understand and internalize moral values effectively.

One approach that can be used in character learning is the scaffolding method. This method provides gradual guidance until students are able to understand and master the material independently (Wood et al., 2021). Scaffolding aims to adjust the level of assistance to the needs of students so that they can learn more optimally and gradually develop independence in understanding the material.

This study aims to analyze the effectiveness of the scaffolding method in improving learning outcomes in the material of let's behave commendably at SD Negeri 095224 Taratak Nagodang. With guidance tailored to the needs of students, it is hoped that this method can increase students' understanding of the concept of commendable behavior and help them apply it in their daily lives.

Scaffolding is a learning strategy that adjusts the level of assistance to the needs of students. This method has been proven to be able to increase students' understanding and engagement in learning (Rahman & Yuliani, 2022). In its application, the teacher acts as a facilitator who provides direction gradually and reduces assistance as students' abilities increase.

Thus, students can build their own understanding in more depth. This process not only helps them understand academic material but also develops critical and independent thinking skills. In the long run, the scaffolding method can help students become more confident in facing more complex learning challenges.

In the context of character learning, the application of the scaffolding method is expected to be able to instill moral values more effectively. Previous research has shown that a scaffold-based approach can help students understand and apply moral concepts in daily life (Sari et al., 2023). Therefore, this method is a potential alternative in improving student learning outcomes, especially in Islamic Religious Education subjects.

However, the reality in the field shows that many students have difficulty understanding the concept of commendable behavior because of the conventional learning method. Learning that only focuses on lectures often makes students passive and less motivated (Putri & Hidayat, 2021). This causes low students' understanding of the moral values taught.

Therefore, a more interactive and adaptive approach is needed to improve students' understanding of moral values. The scaffolding method offers a solution by providing support tailored to the needs of students, so that it is easier for them to understand the concepts and apply them in their daily lives.

Several recent studies emphasize that scaffolding methods not only improve students' comprehension but also contribute to increased learning engagement and motivation (Santoso & Wijayanti, 2022). With active interaction between teachers and students, learning becomes more interesting and relevant for students.

This is in line with the theory of constructivism which states that effective learning occurs when students actively build their own knowledge with appropriate guidance. In the context of character education, this approach allows students to experience a process of reflection and a deeper understanding of commendable behavior.

Therefore, this study proposes the application of the scaffolding method as an alternative learning strategy in improving students' understanding and learning outcomes on the commendable behavior material. With gradual and systematic guidance, students are expected to understand moral concepts better and be able to apply them in daily life (Yusuf et al., 2023).

Through this research, it is hoped that the scaffolding method can be an effective strategy in improving student learning outcomes and developing their positive character. In addition, this study also provides recommendations for educators in implementing a more innovative and student-oriented learning approach in the modern era.

It is hoped that the application of the scaffolding method can have a positive impact on student learning outcomes. Students are expected to be more active in participating in learning, have a better understanding of commendable behavior, and be able to apply these values in daily life.

In addition, this method is expected to increase interaction between teachers and students and create a more fun and effective learning atmosphere. With higher involvement in the learning process, students will be more motivated to understand and apply moral values in their lives.

In fact, there are still many students who have difficulty understanding the concept of commendable behavior because of learning that is still conventional. Less varied teaching methods often cause students to be less motivated and passive in learning. This affects low learning outcomes and the lack of application of character values in daily life.

As a solution to this problem, this study proposes the application of the scaffolding method as an alternative learning strategy. This method provides gradual guidance tailored to students' abilities so that they can understand the material more deeply and gradually independently.

The scaffolding method allows students to develop critical and independent thinking skills in understanding the concept of commendable behavior. With systematic guidance stages, students can more easily relate the material to real experiences in daily life.

In its implementation, the scaffolding method also requires an active role from the teacher in providing appropriate support according to the needs of students. Teachers must be able to identify the extent to which students need help and when it can be reduced to encourage their independence.

This study will test the effectiveness of the scaffolding method in improving student learning outcomes on the material let's behave commendably and see its impact on student motivation and involvement in the learning process. The results of this research are expected to contribute to the world of education in an effort to improve the quality of character learning in elementary schools.

By understanding the effectiveness of scaffolding methods, educators can have new insights in designing more effective and innovative learning strategies. This is also expected to inspire educators to continue to develop learning methods that are able to improve student learning outcomes optimally.

In the end, this research is expected to provide benefits for the world of education in improving the quality of character learning, so that students can grow into individuals who have a good moral understanding and are able to apply it in daily life.

METHODS

This study uses a quantitative approach with an experimental method to test the effectiveness of the scaffolding method in improving learning outcomes in the material Let's behave commendably. This approach aims to obtain objective and measurable data on the influence of scaffolding on student learning outcomes. With this method, it is hoped that a clear picture of the extent to which scaffolding can help students understand the material better.

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from grade IV students of SD Negeri 095224 Taratak Nagodang through learning outcome tests, observations, and interviews. Learning outcome tests are used to measure the improvement of students' understanding before and after the implementation of scaffolding. Observation is carried out to see the learning process directly, while interviews aim to get an in-depth perspective from students regarding their experience in participating in learning with this method.

Meanwhile, secondary data is obtained from related literature, research journals, and curriculum documents that support scaffold-based learning (Rahman & Yuliani, 2022). The literature used in this study includes various previous studies that discuss the effectiveness of scaffolding in the context of education. In addition, curriculum documents are also analyzed to ensure that the implementation of scaffolding is aligned with applicable educational standards.

The subject of this study is grade IV students who are selected with purposive sampling techniques. This technique is used to ensure that the selected sample has characteristics that are relevant to the research objectives. The number of samples was determined based on the need for research to observe the changes that occurred after the application of the scaffolding method, so that the data obtained could accurately describe the impact of this method.

Teachers who teach are also part of the data source to gain perspectives on the effectiveness of this method in improving student learning outcomes (Sari et al., 2023). The teacher's view is very important because they are the ones who directly implement scaffolding

in the learning process. Thus, this research not only focuses on student learning outcomes, but also on how teachers adjust their teaching strategies in implementing scaffolding.

With a combination of primary and secondary data, this study is expected to provide a comprehensive analysis of the effectiveness of the scaffolding method. The results of this study can later be used as a recommendation for educators in developing more effective and student-oriented learning strategies in elementary schools.

Data Analysis

The data obtained were analyzed using descriptive and inferential statistical methods. Descriptive analysis is used to describe student learning outcomes before and after the application of the scaffolding method. This includes an increase in the average score of the learning outcome test as well as changes in the level of student involvement in the learning process (Santoso & Wijayanti, 2022).

In addition to descriptive analysis, this study also applies inferential analysis to test the significance of changes in student learning outcomes. The t-test is used as a tool to compare learning outcomes before and after the application of the scaffolding method. The purpose of this test is to ascertain whether the scaffolding method really has a significant impact on improving student understanding (Yusuf et al., 2023).

In addition to learning outcome tests, this study also involves classroom observation to observe the interaction between teachers and students during the learning process. This observation aims to assess how the scaffolding method is applied and how students respond to these learning strategies. Thus, this research not only focuses on improving academic scores but also on changing students' behavior in learning.

Interviews with teachers and students are also part of this research method. The interview was conducted to explore the experience, obstacles, and effectiveness of the scaffolding method in increasing students' understanding and motivation. Teachers provide perspectives on the success of this method in supporting learning, while students share their experiences in understanding the material through a scaffolding approach.

Qualitative data analysis is carried out through three main stages, namely data reduction, data presentation, and drawing conclusions. Data from observations and interviews are reduced by sorting out relevant information, then presented in the form of findings that describe the impact of the scaffolding method on the learning process. Conclusions are drawn based on the patterns found in the data.

With a combination of quantitative and qualitative analysis, this study is expected to provide a more comprehensive picture of the effectiveness of the scaffolding method in improving student learning outcomes. Quantitative analysis shows the numerical impact of these methods, while qualitative analysis provides in-depth insights into how scaffolding methods affect student motivation and engagement in learning.

Overall, this approach allows the research to not only measure students' academic improvement but also understand how these learning strategies can help them in developing independence as well as critical thinking skills. The results of this research can be a reference for educators in designing more effective and student-oriented learning strategies.

RESULTS

The results of this study showed a significant increase in student learning outcomes after the application of the scaffolding method. Based on data obtained from the learning outcome test, the average score of students before the implementation of the scaffolding method was 65, while after the implementation it increased to 85. This improvement shows that the scaffolding method is effective in helping students understand the material, let's behave commendably.

In addition to the test results, classroom observation showed an increase in student activity during learning. Before the implementation of the scaffolding method, only about 40% of students were actively involved in class discussions, answering teacher questions, and participating in group activities. However, once this method was implemented, the

participation rate increased to 75%. This shows that the scaffolding approach not only improves students' understanding but also increases their involvement in the learning process (Rahman & Yuliani, 2022).

The results of interviews with teachers also reinforced these findings. Teachers state that the scaffolding method helps students overcome learning difficulties gradually. Students who previously lacked confidence in doing academic assignments became more independent and were able to complete tasks better after receiving gradual guidance. This approach also allows teachers to provide more structured assistance so that students can understand the material better (Santoso & Wijayanti, 2022).

In addition to interviews with teachers, interviews with students also showed positive results. Most students revealed that they felt more confident in understanding the material after getting guidance through the scaffolding method. They feel more comfortable asking questions and discussing because the teacher provides clear and gradual directions according to the abilities of each student.

Furthermore, students who previously tended to be passive in learning began to show an increase in participation. They are more active in asking questions, discussing, and doing assignments independently. This improvement shows that the scaffolding method not only has an impact on the cognitive aspect but also on the social and emotional aspects of students in learning.

To illustrate the findings of this study more clearly, here is a table that shows a comparison before and after the application of scaffolding methods in various aspects of learning:

Table 1. Comparison of Learning Outcomes and Student Engagement Before and After the Implementation of Scaffolding

Learning Aspects	Before Deployment	After Application	Increase (%)
Average Student Grade Point Average	65	85	30.8%
Participation in Discussions	40%	75%	35%
Independence in Learning	Low	Tall	-
Learning Motivation	Keep	Tall	-

From the table above, it can be seen that the application of the scaffolding method has a significant impact on various aspects of learning. The increase in students' academic scores reached 30.8%, while the participation rate in discussions increased by 35%.

In addition, the level of independence and motivation of students also showed a significant increase, although in this study the increase was more qualitative based on the results of observations and interviews. Students who previously tended to wait for directions from the teacher are now more proactive in completing assignments and understanding the material independently.

Teachers also stated that the application of the scaffolding method helps them in identifying the learning needs of students better. By providing gradual guidance, teachers can adjust teaching strategies according to the level of student understanding, so that learning becomes more effective and directed.

Furthermore, the classroom atmosphere after the application of the scaffolding method became more dynamic and interactive. Students are more courageous in expressing their opinions and more enthusiastic in participating in learning. This creates a more enjoyable and conducive learning environment for the development of students' character and academic understanding.

Overall, the results of this study show that the scaffolding method has a positive impact on student learning outcomes, both in cognitive, affective, and social aspects. Therefore, this method can be an effective alternative in improving the quality of learning, especially in materials related to character education in elementary schools.

Data Verification

To ensure the validity and validity of the data, this study uses triangulation of sources and methods. Source triangulation was carried out by comparing test results, class observations, and teacher interviews to see the consistency of the findings. For example, the increase in learning outcome scores is in line with the increase in student activity observed during learning. This shows that the scaffolding method not only contributes to academic outcomes but also to students' psychological aspects, such as motivation and confidence (Sari et al., 2023).

In addition to source triangulation, this study also uses statistical tests to verify the results of quantitative data. The t-test was conducted to compare the average learning outcomes before and after the application of the scaffolding method. The results of the analysis showed the value of $\text{sig.} < 0.05$, which means that the difference between the two groups is statistically significant. Thus, the findings of this study can be trusted and support the hypothesis that the scaffolding method contributes significantly to improving student learning outcomes in the material Let's Behave Commendably (Yusuf et al., 2023).

Another factor that is considered in data verification is the influence of the scaffolding method on students' social interaction in the classroom. The observation results showed that after the application of this method, students discussed with their peers more often and were more confident in expressing their opinions. Teachers also reported that the classroom atmosphere became more dynamic, with students more enthusiastic in doing assignments and interacting with teachers (Putri & Hidayat, 2021).

In addition, the scaffolding method also facilitates collaboration between students in the learning process. Students who understand the material better can help friends who are still experiencing difficulties, so that cooperative learning occurs. This creates a more inclusive learning environment, where each student feels supported in achieving a better understanding.

The success of the scaffolding method in improving learning outcomes is inseparable from the active role of teachers as facilitators. Teachers must be able to adjust the level of assistance provided to students according to their needs. With a flexible approach, students can learn gradually without feeling overwhelmed or losing motivation in understanding the material.

However, this study also noted several challenges in the application of the scaffolding method. One of the main challenges is the difference in student understanding levels which requires teachers to adjust guidance strategies for each student. Some students take longer to adapt to this approach, so teachers must provide additional support so that they do not fall behind in learning (Santoso & Wijayanti, 2022).

In addition, the application of the scaffolding method requires the readiness of teachers in designing more interactive and adaptive learning. Teachers must have skills in identifying students' learning difficulties as well as determining appropriate guidance strategies. This requires increasing the capacity of teachers through training and mentoring so that this method can be applied optimally.

Another challenge is the time required in the scaffolding-based learning process. Compared to the faster lecture method of delivering the material, scaffolding requires longer stages for students to build their understanding independently. Therefore, careful planning is needed so that this method can be properly integrated into the existing curriculum.

Despite facing various challenges, the benefits of the scaffolding method in improving student learning outcomes cannot be ignored. Students who were previously passive in learning became more active, confident, and independent in completing assignments. They are also better able to relate the concepts they learn to everyday experiences, so their understanding becomes more meaningful.

The results of this study also show that the scaffolding method has a long-term impact on improving the quality of learning. With a student's needs-oriented approach, this method not only helps students achieve better academic results but also develops critical thinking and problem-solving skills that are important in their lives.

Based on the findings of this study, the scaffolding method can be used as one of the recommended learning strategies in character education in elementary schools. By providing

gradual guidance, students can better understand moral values and apply them in their daily lives. This is in line with the goal of character education which focuses not only on cognitive understanding but also on the formation of positive attitudes and behaviors.

Overall, the results of this study confirm that the scaffolding method is an effective learning strategy in improving student learning outcomes, classroom involvement, as well as motivation and independence in learning. With the gradual guidance approach provided, students are able to understand the material better and apply it in daily life. Therefore, this method is recommended to be applied more widely in learning, especially in materials related to character education at the elementary school level.

Considering the results and challenges found in this study, it is hoped that the scaffolding method can be further developed through various learning innovations. Teacher capacity building, curriculum support, and further research on the effectiveness of this method in various learning contexts can be a strategic step in improving the quality of education in the future.

DISCUSSION

Data validation in this study was carried out to ensure the reliability of the findings obtained from various data collection methods. The triangulation technique is used by combining test results, classroom observations, and interviews with teachers. This approach aims to see the consistency between increasing students' academic scores, participation in learning, and teachers' perceptions of the effectiveness of scaffolding methods (Sari et al., 2023).

One of the validation steps carried out is to compare the results of the initial test and the final test. The paired *sample t-test* showed a $p < value$ of 0.05, which indicates that there is a significant difference between the learning outcomes before and after the application of the scaffolding method. This confirms that the scaffolding method statistically has a significant impact on improving student learning outcomes (Yusuf et al., 2023).

In addition to quantitative analysis, classroom observations are also used as part of data validation. Observers noted an increase in student interaction during learning, both with peers and with teachers. Students who were previously passive began to dare to ask questions and discuss in small groups. The consistency of these findings with the test results suggests that students' academic improvement is aligned with their increased engagement in learning (Rahman & Yuliani, 2022).

Interviews with teachers provide additional perspectives on the effectiveness of scaffolding methods. The teacher confirmed that students became more independent in completing tasks after receiving gradual guidance. Teachers also stated that this method allows them to identify students' learning difficulties more quickly, so that interventions can be delivered more targeted (Santoso & Wijayanti, 2022).

Based on the validation results, it was found that the scaffolding method not only had an impact on improving students' academic scores, but also contributed to increasing motivation and social interaction in learning. The results of statistical tests that show significant differences between the initial and final tests are strong evidence that this method is effective in improving students' understanding of the material of *Let's Behave Commendably* (Putri & Hidayat, 2021).

In addition, validation through observation showed a change in students' attitudes in the learning process. Before the scaffolding method was implemented, students tended to be passive and dependent on the teacher's instructions. But after implementation, they are more proactive in completing tasks and show a higher desire to learn. This shows that the scaffolding method contributes to increasing student independence in learning (Sari et al., 2023).

From the teacher's perspective, the scaffolding method is also considered a strategy that simplifies the teaching process. Teachers can provide more structured support according to the level of student understanding, so that no student is left behind. This is in line with previous

research which shows that scaffolding improves learning effectiveness by providing gradual guidance that suits the needs of students (Yusuf et al., 2023).

However, this study also found some challenges in the application of the scaffolding method. One of them is the difference in the level of understanding between students, which requires teachers to pay more attention to students who are still experiencing difficulties. In addition, the application of this method requires careful planning so that each stage of guidance can run effectively without making students too dependent on the teacher's help (Santoso & Wijayanti, 2022).

Overall, the validation results show that the scaffolding method is an effective learning strategy in improving student learning outcomes as well as their motivation and involvement in the learning process. Therefore, this method is recommended to be applied more widely, especially in learning that focuses on strengthening character and moral values in elementary schools.

CONCLUSION

Based on the results of the research, it was found that the scaffolding method had a significant impact on improving student learning outcomes in the material *Let's Behave Commendably* at SD Negeri 095224 Taratak Nagodang. The main findings obtained showed an increase in the average score of students from 65 to 85 after the application of the scaffolding method. In addition, student engagement in learning increased from 40% to 75%, which shows that this method is effective in encouraging active student participation. The results of interviews with teachers also confirmed that this method helps students become more confident and independent in completing their academic assignments.

In terms of academic impact, the scaffolding method is proven not only to improve students' understanding of the material being taught but also to help them in developing critical thinking and problem-solving skills. With gradual guidance from teachers, students can understand concepts better and have the ability to apply them in daily life. In addition, the results of statistical analysis showed that the difference in learning outcomes before and after the implementation of scaffolding was statistically significant.

The social contribution of this study is also quite large, especially in the context of character education in elementary schools. With an increased understanding of commendable behavior, the scaffolding method can help shape a more positive and harmonious learning environment. Students who are more active and involved in the learning process also show improvements in social aspects, such as the courage to speak up and the ability to cooperate with peers.

In addition, the scaffolding method has a positive impact on teachers in managing learning. With a step-by-step guidance approach, teachers can adjust teaching strategies according to student needs, allowing for a more inclusive and effective learning process. Despite the challenges in its implementation, such as the difference in students' comprehension levels, this method remains one of the widely adaptable strategies in character-based learning in elementary schools.

Overall, this study emphasizes that the scaffolding method is an effective approach in improving student learning outcomes, both from academic and social aspects. Therefore, this method is recommended to be applied in learning in elementary schools, especially in subjects oriented to character building. With the right implementation, scaffolding can be an innovative solution in creating learning that is more interactive, inclusive, and has a positive impact on student development.

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