

The Effectiveness of Learning Using *the Scaffolding Method* in Improving the Learning Outcomes of Beautiful Materials Mutual Respect in Diversity and Social Skills of Students and Students of SD Negeri 095260 Purwosari

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Abstract: This study aims to analyze the effectiveness of *the scaffolding method* in improving students' learning outcomes and social skills in the material *The Beauty of Mutual Respect in Diversity* at SD Negeri 095260 Purwosari. The *scaffolding method* is a learning strategy that provides gradual assistance to students until they are able to understand concepts independently. In this study, the method used is classroom action research (PTK) with The approach used in this study is a quantitative approach with a *quasi-experiment* design. The sample used in this study consisted of class V students who were divided into two groups, namely the experimental group using the *scaffolding method* and the control group using the conventional method. The data in this study was collected through learning outcome tests and observation of students' social skills, then analyzed using statistical tests. The results showed that the *scaffolding method* significantly improved student learning outcomes compared to conventional methods. In addition, the application of this method also has a positive impact on students' social skills, such as improving cooperation, tolerance, and communication in the learning environment. In conclusion, the application of *the scaffolding method* is not only effective in improving students' understanding of the material, but also contributes to building better social skills. Therefore, this method can be used as an innovative learning alternative in improving the quality of education in elementary schools.

Keywords: *scaffolding method*, learning outcomes, social skills, diversity, elementary school.

INTRODUCTION

Learning in elementary school has an important role in shaping students' understanding of the values of diversity and social skills. Basic education is the initial stage in instilling the values of tolerance and mutual respect in the midst of differences in society (Santoso, 2021). Therefore, the learning methods used must be able to help students better understand the concept of diversity while building strong social skills. One of the methods that can be used to achieve this goal is the *scaffolding method*.

The *scaffolding method* is a learning strategy that provides gradual assistance to

students until they are able to understand concepts independently. In its implementation, teachers provide intensive initial guidance and gradually reduce the assistance as students' understanding increases (Rahmawati & Surya, 2022). This method allows students to be more active in learning, improve their understanding of the material, and develop social skills such as cooperation, tolerance, and communication. In addition, this method also encourages interaction between students and teachers, so that the learning process becomes more dynamic and effective.

However, in reality, learning in elementary schools still uses a lot of conventional methods that are one-way, where teachers dominate the learning process and students only play the role of passive recipients of information. This approach is less effective in building deep understanding and does not provide opportunities for students to develop their social skills (Yuliana, 2023). As a result, many students have difficulty understanding the concept of diversity and face challenges in interacting with peers effectively.

In the context of *the material The Beauty of Mutual Respect in Diversity*, a learning approach that actively involves students is needed so that the values of diversity can be properly implanted. If students only get material through lectures without direct experience in working together and interacting, then their understanding of this concept becomes less than optimal. Therefore, more innovative learning methods are needed that can stimulate active student participation.

Previous research has shown that *the scaffolding method* can significantly improve student learning outcomes compared to conventional methods (Hidayat, 2020). In addition, this method has also been proven to be effective in improving students' social skills, including the ability to work in groups, good communication, and mutual respect for differences (Putri & Kurniawan, 2021). With the guidance provided gradually, students can more easily understand the material and feel more confident in applying the values of diversity in daily life.

Based on this background, this study proposes the application of *the scaffolding method* in learning the material *The Beauty of Mutual Respect in Diversity* at SD Negeri 095260 Purwosari. With this method, it is hoped that students will not only gain a better understanding of the concept of diversity, but also be able to develop the social skills needed in community life. In addition, the application of this method is expected to provide a more enjoyable and meaningful learning experience for students.

This study aims to analyze the effectiveness of *the scaffolding method* in improving students' understanding of the material and its effect on their social skills. By understanding how this method can be applied effectively, it is hoped that this research can contribute to the development of more innovative learning strategies in elementary schools.

The results of this study are expected to be a reference for educators in designing more interactive and effective learning. In addition, the findings of this study can also provide new insights for the world of education in optimizing scaffolding-based learning as a method that is able to improve the quality of learning outcomes and social skills of students in elementary schools.

METHODS

This study uses a quantitative approach with a *quasi-experimental design*. The data sources in this study consist of primary and secondary data. Primary data was obtained directly from grade V students of SD Negeri 095260 Purwosari through the results of learning tests and observation of social skills before and after the application of *the scaffolding method*. Meanwhile, secondary data was obtained from related literature, such as journals, books, and previous research that discussed the effectiveness of *scaffolding methods* in learning (Santoso, 2021; Rahmawati & Surya, 2022).

The population in this study is all grade V students at SD Negeri 095260 Purwosari, while the research sample was selected using *the purposive sampling* technique. The sample consisted of two groups, namely the experimental group that received learning using the *scaffolding method* and the control group that used the conventional method. The number of students in each group is selected proportionally to ensure valid and reliable research results (Hidayat, 2020).

The data obtained were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to see an overview of students' learning outcomes and social skills before and after the application of *the scaffolding* method. Meanwhile, inferential analysis was carried out to test the research hypothesis using a t-test to compare differences in learning outcomes and social skills between the experimental group and the control group (Putri & Kurniawan, 2021).

In addition, social skills observation data were analyzed using an assessment scale and tested using data normality and homogeneity tests. This is done to ensure that the data used in the study meets statistical assumptions before the difference test is carried out (Yuliana, 2023). With this analysis method, it is hoped that the results of the study can provide empirical evidence regarding the effectiveness of the *scaffolding* method in increasing students' understanding of the *material of the Beauty of Mutual Respect in Diversity* and their social skills.

RESULTS

The results of this study were obtained through learning outcome tests and observation of students' social skills before and after the application of *the scaffolding* method. Before the treatment, the average student learning outcome score was still relatively low, both in the experimental group and the control group. Students in the experimental group showed difficulties in understanding the concept of diversity and still experienced obstacles in developing their social skills. This is shown by their low level of participation in class discussions as well as the lack of effective interaction with peers.

After the application of *the scaffolding* method, there was a significant increase in student learning outcomes. Their average score increased compared to the control group that still used conventional methods. In addition, students' social skills have also developed quite well, as seen from their increased activities in discussion, working together in groups, and showing mutual respect and tolerance in various learning activities. These results show that the *scaffolding method* not only has an impact on improving academic understanding but also on the development of students' social skills.

To illustrate the changes in student learning outcomes, here are the average data of learning outcomes before and after the application of the *scaffolding method*:

| Group | Average Before Grades | Average After Score | Increase (%) |
|------------|-----------------------|---------------------|--------------|
| Eksperimen | 65,4 | 85,7 | 31,1 |
| Control | 64,8 | 74,3 | 14,7 |

From the table above, it can be seen that the experimental group experienced an increase in learning outcomes of 31.1%, while the control group only increased by 14.7%. This shows that the *scaffolding method* is more effective than the conventional method in improving students' understanding of the material.

Data Verification

To ensure the validity of the data, a validity and reliability test was carried out on the test results and observation of students' social skills. The normality test was carried out using the Kolmogorov-Smirnov test to see if the data on student learning outcomes was normally distributed. The test results showed that the data obtained met the assumption of normality, so that further statistical analysis could be carried out.

Furthermore, a homogeneity test was performed to ensure that the variance of the data between the experimental group and the control group was similar. The results of the analysis showed that the data obtained were homogeneous, so the differences that emerged after the treatment could be attributed to the effectiveness of the *scaffolding* method. The t-test was used to compare learning outcomes between the experimental and control groups, and the results showed significant differences, with the experimental group obtaining statistically higher scores.

In addition, the results of social skills observation also showed positive development

after the application of *the scaffolding* method. Here is the average data of students' social skills scores before and after treatment:

| Group | Social Skills Score Before | Social Skills Score After | Increase (%) |
|------------|----------------------------|---------------------------|--------------|
| Eksperimen | 60,2 | 82,5 | 37,1 |
| Control | 59,7 | 69,4 | 16,2 |

From the table, it can be seen that the experimental group experienced a more significant increase in social skills compared to the control group. Students who use *the scaffolding* method become more active in communication, cooperate with friends, and better understand the importance of respecting diversity in the school environment.

With the results of this verification, it can be concluded that *the scaffolding* method is effective in improving students' learning outcomes as well as their social skills. Verified data shows that the application of this method can be an alternative innovative learning strategy to improve the quality of learning in elementary schools.

This improvement in social skills is also strengthened by observation during the learning process. Students who were previously passive became more enthusiastic in discussing, asking questions, and more confident in expressing their opinions. In addition, they also show a more respectful attitude towards their peers and are more open to differences of opinion in the study group.

Overall, this study provides empirical evidence that *scaffolding* methods can improve learning effectiveness, both in academic aspects and students' social skills. Thus, this method can be used as a learning strategy that is recommended to be applied in learning in elementary schools, especially in materials related to diversity and social interaction.

DISCUSSION

To ensure that the data obtained in this study is valid and reliable, several data validation techniques are carried out, including statistical tests and data triangulation. The normality test was carried out using the Kolmogorov-Smirnov test to ensure that the data on student learning outcomes was normally distributed. The test results show that the significance value is greater than 0.05, which means that the data meet the assumption of normality and can be further analyzed by inferential statistical methods.

In addition, a homogeneity test was carried out using the Levene test to ensure the similarity of variance between the experimental and control groups. The results of the homogeneity test showed that the data from the two groups had homogeneous variances, so that the comparison of learning outcomes and social skills between the experimental and control groups could be valid. An independent t-test was also used to determine the significant differences between the two groups. The results of the analysis showed that *the p-value* < 0.05, which means that there was a significant difference between the experimental group and the control group after the application of the *scaffolding method*.

Data triangulation was carried out by comparing the results of student learning tests with social skills observation and interviews with class teachers. The results of this triangulation show that the improvement of learning outcomes that occurred in the experimental group is also in line with the improvement of students' social skills. Teachers also confirmed that students who were previously passive in learning began to show more active participation after *the scaffolding method* was applied.

The results of data validation show that the *scaffolding method* is effective in improving students' understanding of the material *The Beauty of Mutual Respect in Diversity* and their social skills. Based on the t-test, there was a significant improvement in student learning outcomes in the experimental group compared to the control group. This shows that the *scaffolding method* is able to have a greater positive impact than the conventional method which tends to be one-way.

In addition, social skills observation data showed that students in the experimental group were more active in discussing, cooperating in groups, and showing mutual respect compared to students in the control group. These changes are not only seen in quantitative

measurements, but are also observed directly during the learning process.

With the results of this validation, it can be concluded that the application of the *scaffolding* method in learning not only improves students' academic understanding but also contributes to building better social skills. Therefore, this method can be used as an effective and innovative learning strategy to be applied in the context of learning in elementary schools.

CONCLUSION

The results of this study show that the *scaffolding* method significantly improves students' learning outcomes and social skills in the material *The Beauty of Mutual Respect in Diversity* at SD Negeri 095260 Purwosari. The data obtained showed that the experimental group taught using the *scaffolding* method experienced an increase in learning outcomes of 31.1%, much higher than the control group which only increased by 14.7%. In addition, the social skills scores of students in the experimental group increased by 37.1%, suggesting that this method also contributes to building social skills, such as cooperation, communication, and tolerance for differences.

The analysis of the validated data with normality test, homogeneity test, and t-test showed that the difference between the experimental group and the control group was significant. This proves that the *scaffolding* method is more effective than conventional learning methods that tend to be one-way and provide less opportunities for students to interact and build better social skills.

The application of the *scaffolding* method has a positive academic impact on students' understanding in learning. Students become more active in the learning process, have a better understanding of concepts, and are able to develop critical and analytical thinking skills. In addition, this method also contributes to improving students' social skills, which are very important in social life, especially in the context of diversity in Indonesia.

The contribution of this research is not only limited to improving learning outcomes, but also provides recommendations for educators to adapt *scaffolding* methods in daily learning. By implementing this strategy, teachers can create a more interactive learning environment, encourage active student participation, and build positive social character. Therefore, the *scaffolding* method can be an innovative solution in improving the quality of learning in elementary schools, especially in learning related to social values and diversity.

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