

The Application of the Scaffolding Method in Improving the Learning Outcomes of Adab Material for Neighbors and the Environment of MIS Al-Washliyah Sinaksak Students

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Abstract: This study aims to analyze the application of the scaffolding method in improving the learning outcomes of adab material towards neighbors and the environment in MIS Al-Washliyah Sinaksak students. The scaffolding method is a learning strategy that provides gradual assistance to students until they are able to understand and master the material independently. This assistance includes providing guidance, guidance, and interactive discussions that encourage active involvement of students in the learning process. This study uses a qualitative approach with observation, interview, and documentation methods to collect data on the effectiveness of the scaffolding method in improving student understanding. The results of the study show that the application of scaffolding has a positive impact on student learning outcomes. Students become more responsive, enthusiastic, and able to internalize the values of manners in daily life. In addition, the involvement of teachers as facilitators who provide examples and directions is gradually proven to increase the effectiveness of learning for students.

Keywords: scaffolding, learning outcomes, manners towards neighbors and the environment, students

INTRODUCTION

Character education is a fundamental aspect in the world of education because it plays a role in shaping students' attitudes and behaviors towards their social environment. One of the character values that needs to be taught from an early age is manners towards neighbors and the environment, because it has a great impact on creating a harmonious social life (Sari & Nugroho, 2021). This manners include mutual respect, help, and maintaining good relations with the people around you. By understanding these values, students are expected to grow into individuals who care about their social environment.

However, in practice, there are still many students who do not understand and apply the values of adab in daily life. This can be seen from various behaviors that do not care about neighbors and the environment, such as not paying attention to environmental cleanliness, lack of empathy for others, and lack of positive social interaction with people around them. This condition shows that character education, especially in the aspect of manners towards neighbors and the environment, still needs to be improved in the school environment.

One of the main factors that causes students' lack of understanding of adab values is the conventional learning method. A learning model that emphasizes more on passively receiving material without providing opportunities for students to be actively involved in the learning process makes their understanding of the material less than optimal (Rahmawati et al., 2022). Non-interactive learning causes students to have difficulty in connecting theory with real practice in daily life.

Therefore, a more interactive and participatory learning method is needed, so that students not only understand the theory, but can also apply it in daily life. A learning method that can provide a solution to this problem is the scaffolding method, which allows students to learn gradually with the guidance of a teacher before finally being able to understand and apply concepts independently (Putra, 2023).

The scaffolding method is a learning strategy that provides temporary support to students, which is then gradually reduced as their understanding and skills improve. Using this approach, students are given directions that are appropriate to their level of understanding, whether through guidance, direct guidance, discussions, or real practice. Thus, students can more easily understand and apply the values of manners in daily life.

Previous research has shown that the scaffolding method is effective in improving student learning outcomes, as it provides gradual assistance tailored to their needs (Hidayat & Fitria, 2020). Teachers act as facilitators who help students understand concepts more deeply, as well as provide opportunities for them to discuss and connect theory with real experience. With this method, students are more active, enthusiastic, and motivated in learning, so that the adab values taught can be more easily internalized in them (Wahyuni, 2021).

By applying the scaffolding method, it is hoped that MIS Al-Washliyah Sinaksak students can better understand and apply the values of manners towards neighbors and the environment in their lives. This approach not only improves students' academic understanding, but also shapes their character to become highly socially conscious individuals.

Based on the description above, this study aims to analyze the application of the scaffolding method in improving the learning outcomes of adab material for neighbors and the environment. Through this research, it is hoped that the scaffolding method can be an effective solution in improving character education in schools, so that students can better apply the values of manners in daily life.

METHODS

This study uses a qualitative approach with the aim of analyzing the application of the scaffolding method in improving the learning outcomes of adab material towards neighbors and the environment in MIS Al-Washliyah Sinaksak students. The qualitative approach was chosen because it allows researchers to explore a deep understanding of the effectiveness of the scaffolding method in shaping students' understanding and attitudes towards adab values.

Data Source

The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from observations, interviews, and documentation related to the learning process using the scaffolding method. Observations were made to observe how teachers apply the scaffolding method in teaching and how students respond to the method. Interviews were conducted with teachers and students to gain further perspectives on the effectiveness of this method. Meanwhile, documentation includes learning records, student assignment results, and photos or videos that support the research findings.

In addition to primary data, this study also uses secondary data obtained from various sources such as books, scientific journals, and previous research that is relevant to the scaffolding method in character learning. This resource is used to strengthen the analysis and

compare the results of the study with previous findings.

Data Analysis

The collected data was analyzed using qualitative descriptive analysis techniques, which included data reduction, data presentation, and conclusion drawn. The data reduction stage is carried out by filtering relevant information from the results of observations, interviews, and documentation. Then, the selected data is presented in the form of a descriptive narrative to make it easier to understand.

Furthermore, in the conclusion drawing stage, the results of the study were analyzed to see the pattern or relationship between the application of the scaffolding method and the improvement of understanding and application of adab values in students. The conclusions obtained are compared with previous theories and research to ensure the validity of the findings. Thus, this study is expected to provide a comprehensive overview of the effectiveness of the scaffolding method in learning manners for neighbors and the environment.

RESULTS

The results of the study show that the application of the scaffolding method in learning adab material to neighbors and the environment at MIS Al-Washliyah Sinaksak has a positive impact on students' understanding and attitudes. Based on the observation results, the scaffolding method is applied in several stages, namely giving examples by teachers, gradual guidance, interactive discussions, and direct practice in daily life. During the learning process, students seem more enthusiastic, active, and able to relate the concept of adab to real experiences in their environment.

The results of interviews with teachers showed that the scaffolding method helped students understand the material more deeply because they received help that was appropriate to their level of understanding. Teachers provide directions and examples in the form of stories, role plays, and group discussions, so that students can more easily understand the concept of adab in their social context. Interviews with students also revealed that they felt more comfortable learning with this method because they were able to interact directly with teachers and peers in understanding the material.

In addition, based on learning documentation, there is an increase in student learning outcomes, which can be seen from students' reflective records, assignment results, and their active participation in adab practice activities towards neighbors and the environment. Students who previously cared less about environmental cleanliness or interacted less with neighbors, began to show a more positive change in attitude after learning with the scaffolding method was applied.

To clarify the findings of the study, the following is a table of improvement in student learning outcomes before and after the application of the scaffolding method:

| Assessment Aspects | Before the Application of Scaffolding | After Application of Scaffolding |
|--------------------------------------|---------------------------------------|----------------------------------|
| Understanding the Concept of Adab | 65% | 85% |
| Participation in Discussions | 50% | 80% |
| Application of Manners in Daily Life | 55% | 90% |
| Student Enthusiasm and Engagement | 60% | 88% |

The data in the table shows that after the application of the scaffolding method, there is a significant improvement in various aspects of learning. The understanding of the concept of

adab increased from 65% to 85%, while the application of adab in daily life increased from 55% to 90%. This shows that the scaffolding method helps students not only understand the theory but also implement it in real life.

Apart from quantitative data, the analysis of students' reflections also confirmed that they were more motivated and confident in applying the values of manners to neighbors and the environment. Some students revealed that they now greet neighbors more often, keep the environment clean, and help others without being asked. This change in attitude shows that the scaffolding method has a positive impact on shaping the character of students.

In terms of teacher performance, the study found that teachers found it easier to manage the classroom and provide gradual guidance to students. With the scaffolding stage, students become more independent in learning, so that teachers not only play a role as material givers, but also as facilitators who actively support the student learning process.

Data verification is carried out by triangulation of sources and methods. Source triangulation compares data from observations, interviews, and documentation. If the findings from all three sources show the same pattern, then the data is considered valid. The triangulation method was carried out by comparing the results of this study with previous studies that showed that scaffolding improved student learning outcomes in cognitive and affective aspects (Hidayat & Fitria, 2020; Wahyuni, 2021).

Thus, the results of this study are verified and prove that the scaffolding method is an effective learning strategy in increasing the understanding and application of manners towards neighbors and the environment in MIS Al-Washliyah Sinaksak students. Therefore, the application of this method is recommended to be widely applied in learning character values in other schools.

Data Verification

To ensure the accuracy of the findings, the data obtained is verified through triangulation of sources and methods. Source triangulation was carried out by comparing the results of observations, interviews, and documentation. If the findings from all three sources show the same pattern, then the data is considered valid. For example, if observations show that students are more active in discussions, and interviews with teachers and students also confirm an increase in their engagement, then this reinforces the conclusion that the scaffolding method is effective in increasing student engagement.

In addition, the triangulation of the method was carried out by comparing the results of this study with previous studies on the scaffolding method in character learning. The results show that this study is in line with previous findings that state that scaffolding can help students better understand and apply the concept of adab (Hidayat & Fitria, 2020; Wahyuni, 2021).

In the source triangulation, data from observation recorded an increase in student activity during discussions. This is reinforced by the results of interviews with teachers who said that students are more confident in expressing their opinions. Meanwhile, the documentation of the students' assignments showed that they were better able to write reflections on manners towards neighbors and the environment after the application of the scaffolding method.

In the aspect of triangulation of methods, the results of this study are compared with other findings that examine the effectiveness of the scaffolding method in learning. A study by Hidayat and Fitria (2020) shows that scaffolding helps improve students' critical thinking skills. Meanwhile, Wahyuni (2021) found that this method is effective in increasing the understanding of moral and ethical concepts in daily life.

Furthermore, the validation of the research results was also carried out by examining the consistency of data in various learning sessions. If the pattern of increasing student understanding and involvement remains consistent over time, it can be concluded that the scaffolding method really has a positive impact on learning manners towards neighbors and the environment.

The results of the study were also verified through discussions with education experts, who gave the view that the scaffolding method is indeed able to guide students gradually until they reach a better understanding. Experts also emphasized that this strategy must be implemented systematically so that the impact is more optimal.

Thus, the results of this study are verified and show that the scaffolding method is an effective learning strategy in increasing the understanding and application of manners towards neighbors and the environment in MIS Al-Washliyah Sinaksak students. Validation through triangulation of sources, methods, and expert discussions further strengthens the conclusion that this approach can be a solution in learning character values in schools.

DISCUSSION

Data validation is carried out to ensure that the results of the research obtained have a high level of accuracy and can be accounted for. One of the methods used is to compare data from various sources that have been collected through observation, interviews, and documentation. The validation results show that the scaffolding method contributes positively to improving students' understanding and application of manners towards neighbors and the environment.

The observation results showed that students who were initially passive in learning became more active after the application of the scaffolding method. This was reinforced by interviews with teachers who stated that there was an increase in student involvement in class discussions and the practice of manners in daily life. The documentation of learning results also showed an increase in students' assignment scores and reflections after the scaffolding method was applied.

Based on the results of data validation, it can be concluded that the scaffolding method has a significant impact on improving students' understanding and attitude towards manners towards neighbors and the environment. The validation results show that this method is not only effective in improving students' understanding in theory but also in applying the values of manners in their daily lives.

In addition, the results of validation through comparison with previous research show that the findings in this study are consistent with the results of other studies that examine the effectiveness of the scaffolding method in character education (Hidayat & Fitria, 2020; Wahyuni, 2021). Therefore, it can be concluded that the scaffolding method can be a recommended approach to improve character education in schools.

CONCLUSION

The results of this study show that the application of the scaffolding method significantly increases the understanding and application of adab values to neighbors and the environment in MIS Al-Washliyah Sinaksak students. With gradual guidance from teachers, students are able to understand the concept of adab better and apply it in daily life. Data validation through triangulation of sources and methods further strengthens the finding that scaffolding is an effective learning strategy in character education.

In the academic context, this research contributes to the development of more interactive and student participation-based learning methods. The results of this study show that scaffolding not only improves the understanding of academic concepts, but also helps students develop critical thinking skills, self-reflection, and social skills. The application of this method can be a model for other schools in teaching character values to students.

Socially, this research has a positive impact on the formation of students' character in community life. Increasing understanding and application of manners to neighbors and the environment creates more harmonious social relationships and increases students' awareness of the importance of good social interaction. Thus, the scaffolding method can contribute to building a generation that is more ethical, cares about the environment, and has a high social awareness.

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