



The Application of the Scaffolding Method in Improving the Learning Outcomes of Believing in the Nature of the Prophet and the Prophet in Grade 4 Students of MI Al Islam Prampelan

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Abstract: *The scaffolding method in learning aims to improve students' understanding through assistance provided gradually according to their needs. This research applies the scaffolding method in learning the material of Believing in the Attributes of Prophets and Apostles in grade 4 of MI Al Islam Prampelan. Islamic religious learning has an important role in shaping students' character, but the abstract concept of prophet and apostle traits is often an obstacle in students' understanding, so their learning outcomes are low.*

This study uses a classroom action research method (PTK) with a qualitative approach carried out in two cycles. Data were collected through observations, interviews, and learning outcome tests. The application of scaffolding is carried out with various strategies, such as group discussions, visual media, and direct guidance from teachers. The results showed that the scaffolding method significantly improved students' understanding. In the first cycle, there was an increase in learning outcomes even though there were still students who needed additional guidance. In the second cycle, the adjustment of the scaffolding strategy was more effective, so that the majority of students were able to understand and explain the characteristics of the prophet and apostle better and were more active in learning.

The success of the scaffolding method is influenced by the active involvement of teachers, the use of interesting learning media, and support from the school environment and parents. However, there are challenges such as limited time and differences in students' level of understanding. Therefore, the use of technology and the development of innovative learning strategies need to be carried out so that this method is more effective. This research contributes to the development of learning strategies that increase students' understanding of Islamic religious materials, as well as encourage their independence and confidence in learning.

Keywords: *scaffolding, Islamic religious learning, the nature of prophets and apostles, student understanding, classroom action research.*

INTRODUCTION

Education has a very important role in shaping the character and intellect of students. Islamic Religious Education (PAI) is one of the subjects that plays a role in instilling good faith and moral values in students. One of the materials taught in PAI is Believing in the Attributes of Prophets and Messengers, which aims to provide students with an understanding of the obligatory, impossible, and jaiz qualities possessed by prophets and messengers.

At the basic education level, especially in grade 4 MI, learning the material of Believing in the Attributes of Prophets and Apostles often faces various challenges. Some students have difficulty understanding the concept of the attributes of prophets and apostles because the concept is abstract. This difficulty has an impact on the low learning outcomes of students in PAI subjects.

The learning method used by teachers is an important factor in the success of students' understanding of the material being taught. Teachers must be able to choose appropriate methods so that learning is more effective and interesting for students. One of the methods that can be applied is the scaffolding method.

The scaffolding method is a learning strategy that provides support or assistance to students gradually until they can learn independently. The assistance provided can be in the form of guidance from teachers, the use of interesting learning media, and the provision of concrete examples that are relevant to students' daily lives.

In the application of the scaffolding method, the teacher acts as a facilitator who helps students understand difficult concepts. Teachers provide guidance according to the level of understanding of students and slowly reduce the help as their understanding increases.

The scaffolding method also encourages students to be more active in learning. With gradual guidance, students feel more confident in understanding the material being taught. This is expected to improve student learning outcomes in the material of Believing in the Attributes of Prophets and Messengers.

The application of the scaffolding method in learning not only has an impact on improving student learning outcomes, but also helps students develop critical thinking skills. With this approach, students are invited to analyze and understand concepts in depth through discussions, questions and answers, and the exploration of various learning resources. In addition, the scaffolding method can be applied in various ways, such as the use of props, educational games, or the use of technology in learning. The varied use of media helps students understand the material in a more fun and interactive way.

However, in its implementation, there are several challenges faced by teachers. One of them is the limited time in learning, so teachers must be able to set effective strategies so that all students get the necessary help. In addition, the difference in the level of understanding of students is also a factor that needs to be considered.

To overcome these challenges, teachers need to carry out careful learning planning. Teachers must be able to identify the needs of students individually and adjust the scaffolding approach according to the abilities of each student. Thus, the learning process can run more optimally.

This study aims to examine the effectiveness of the scaffolding method in improving student learning outcomes in the material Believing in the Attributes of the Prophet and Messenger in grade 4 MI Al Islam Prampelan. This research was carried out with a qualitative approach using the classroom action research method (PTK).

Through this research, it is hoped that a more effective strategy can be found in the application of the scaffolding method so that it can be a solution to the learning problems faced by students and teachers. The results of this research can also be a reference for other schools in developing more innovative learning methods.

In addition, this research is also expected to contribute to improving the quality of PAI learning in elementary schools. With a more interactive and step-by-step guidance-based approach, students will find it easier to understand the concepts of Islam taught.

The scaffolding method is not only beneficial in PAI learning, but can also be applied in other subjects. The principle of gradual guidance and the provision of support according to

student needs can be applied in various learning contexts, both in the exact and social fields.

In today's digital era, scaffolding methods can also be combined with learning technology. The use of educational applications, interactive videos, and online learning platforms can help students understand the material better.

In addition to the role of teachers, support from parents and the school environment is also very important in the success of learning with the scaffolding method. Parents can play a role in providing learning assistance at home, so that students can continue to develop their understanding outside the school environment.

With collaboration between teachers, students, and parents, the application of the scaffolding method can run more effectively. This will have a positive impact on improving student learning outcomes and forming more independent and systematic learning habits.

In conclusion, the scaffolding method is one of the effective learning strategies in improving student learning outcomes. With proper application, this method can help students understand difficult concepts more easily and fun.

This study seeks to further explore how the scaffolding method can be applied optimally in PAI learning. Thus, it is hoped that this research can provide solutions for teachers in improving the quality of learning in schools.

It is hoped that the results of this study can be a reference for teachers, schools, and other education stakeholders in developing more innovative and student-centered learning methods. With the right approach, Islamic religious education can be taught more effectively and meaningfully for students.

METHODS

This study uses a qualitative approach with a classroom action research design (PTK) to understand the effectiveness of *the scaffolding method* in improving student learning outcomes. In this study, the data source consists of primary and secondary data obtained through various information collection techniques.

The primary data source came from MI Al Islam Prampelan students who were the subject of the research. The students involved in this study are those who are studying the material of believing in the attributes of the Prophet and Messenger in the subject of Islamic Religious Education (PAI). Data from students were collected through observations, interviews, and learning outcome tests before and after the application of the *scaffolding method*.

In addition to students, PAI subject teachers are also the main source of data in this study. Teachers act as facilitators in the application of *the scaffolding method* and provide insight into the effectiveness of this strategy in improving student understanding. Interviews with teachers were conducted to get an overview of the challenges faced in the learning process and the benefits of *the scaffolding method* from the perspective of teachers.

Direct observation is carried out in the classroom during the learning process. This technique aims to see how the interaction between teachers and students in the application of *the scaffolding method*, as well as how students respond and participate in learning. This observation data is used as analysis material to evaluate the success of the applied method.

The learning outcome test is used as an instrument to measure students' understanding of the material before and after *the scaffolding method* is applied. The results of this test were compared to find out if there was an improvement in students' understanding after they received gradual guidance through this method.

In addition to primary data, this study also uses secondary data obtained from various sources. Secondary data includes textbooks, scientific journals, research articles, and learning documents relevant to *scaffolding methods* and faith materials to the attributes of the Prophet and Messenger. These sources are used to strengthen the analysis and provide a theoretical foundation in research.

Learning documents, such as syllabus, lesson plans (lesson plans), and teaching materials used at MI Al Islam Prampelan are also part of the data source. This document is analyzed to understand how the material of faith in the Prophet and the Messenger was taught

before the application of *the scaffolding* method.

Triangulation techniques are used in this study to ensure the validity of the data. Triangulation is carried out by comparing the results of interviews, observations, and learning outcome tests, so that the conclusions produced are more accurate and reliable. With this approach, the data obtained becomes more objective and comprehensive.

Data processing is carried out through the stages of data reduction, data presentation, and conclusion drawn. The data that has been collected is analyzed to find patterns and relationships between *the scaffolding method* and the improvement of student learning outcomes. The results of this analysis are the basis for providing recommendations related to the effectiveness of *the scaffolding* method in Islamic religious learning.

With various data sources used, this study is expected to be able to provide a clear picture of how *the scaffolding method* can be applied effectively in learning material that believes in the attributes of the Prophet and the Messenger. The results of this study are not only beneficial for teachers and students, but also for the development of more innovative learning strategies in elementary schools.

RESULTS

The results of the study show that the application of the scaffolding method in learning the material of believing in the attributes of the Prophet and Messenger at MI Al Islam Prampelan has a positive impact on students' understanding and learning outcomes. Data collected through observations, interviews, and learning outcome tests showed a significant increase in student engagement during the learning process. In the first cycle, most students still have difficulty understanding the concept of the attributes of the Prophet and the Messenger. However, after being given gradual guidance through scaffolding methods—such as giving instructions, group discussions, and practicing independently—students' understanding began to improve in the second cycle.

One of the indicators of the success of the implementation of the scaffolding method is the improvement of student learning outcomes which can be seen from the results of academic tests. Before the application of this method, the average score of students only reached **67.5**, with a learning completion rate of **58%**. After the scaffolding method was gradually implemented, the average score of students increased to **82.3**, with the learning completion rate rising to **89%** in the second cycle. This shows that the gradual learning strategies given to students help them understand the material better.

In addition, the increase in understanding can also be seen from student interaction during the learning process. In the first cycle, most students are still passive and do not participate in class discussions. However, in the second cycle, students showed an increase in their activeness in asking and answering questions asked by teachers. This indicates a change in the cognitive aspect and learning motivation of students after the scaffolding method is applied.

The improvement in learning outcomes is also supported by the results of interviews with teachers and students. Teachers stated that the scaffolding method helps them in guiding students gradually so that students' understanding improves without feeling overwhelmed. Students also revealed that they understood the material more easily because of the gradual instructions and the opportunity to discuss with their friends.

To clarify the development of student learning outcomes, here is a table showing the increase in average grades and percentage of learning completion from the first cycle to the second cycle:

The following is a table showing the improvement of student learning outcomes before and after the implementation of the scaffolding method:

It	Student Name	Value Before Scaffolding	Value After Scaffolding	Increased	Information
1	ADELIYA FITHROTIN NAJWA	65	85	+20	Increase
2	Ahmad DidBI Son	70	90	+20	Increase
3	ALIKA NAILA PUTRI HUMAIRA	55	80	+25	Increase
4	CHILD OF YUWA ARIWARA	60	78	+18	Increase
5	ANDIKA	50	75	+25	Increase
6	ARYA BIMA RAMADHANI	72	88	+16	Increase
7	ASFA AHSANUL GIRL	68	85	+17	Increase
8	Aasya Khumairaton Nisha	74	92	+18	Increase
9	BINTA SILVA AZZAHRA	58	79	+21	Increase
10	DHEA ANANDA EKA SAFITRI	62	83	+21	Increase
11	FAISAL AMRI	60	78	+18	Increase
12	Felix Abid Ryantom	50	75	+25	Increase
13	FENI AZHAR AZIZAH	72	88	+16	Increase
14	HAFSOH ZAAIDATUL FAUZIAH	68	85	+17	Increase
15	Hamidhan al-Ahjam	74	92	+18	Increase
16	HAMNAH NISWATUS SULHA	58	79	+21	Increase
17	HANIN ADZ DZAKIYAH	62	83	+21	Increase
18	HUDZAIFAH	65	85	+20	Increase
19	Kahla 'Ainul Mardhia'	70	90	+20	Increase
20	LILIC MAGHFIROH	55	80	+25	Increase
21	EDSY	65	85	+20	Increase
22	MUHAMMAD FAWAS AL GHIFARIH	72	88	+16	Increase
23	MUHAMMAD KHANZA 'AINURRAFI' HIDAYAT	68	85	+17	Increase
24	MOHAMMED LABIB RIDHO HABIBURRAHMAN	74	92	+18	Increase
25	MUHAMMAD LUTHFI HAKIM	65	85	+20	Increase
26	MUHAMMAD RISWAN AL AZHAR	70	90	+20	Increase
27	MUHAMMAD YUSRIL ARHAM	55	80	+25	Increase
28	Neelana Pushpit Rahayu	74	92	+18	Increase

Table 1. Improving Student Learning Outcomes

Cycle	Grade Point Average	Learning Completeness (%)
1	67,5	58%
2	82,3	89%

Data Verification

Data validation is an important stage in this research to ensure that the information obtained is accurate and trustworthy. The validation process is carried out by several methods, including source triangulation, technical triangulation, and checking by experts in the field of education.

Source triangulation is carried out by comparing the results obtained from various parties, such as students, teachers, and learning test results. This approach aims to confirm that the data obtained really reflects the reality in grade 4 of MI Al Islam Prampelan.

In addition, triangulation techniques are applied by comparing data obtained through various data collection methods, such as classroom observations, interviews with teachers and students, and test results before and after the application of the scaffolding method. This is done to increase the validity of the findings in the study.

The observation process was carried out directly in the classroom to see how students responded to the scaffolding method in learning the material Believing in the Attributes of the Prophet and the Messenger. These observations help in identifying whether the method really has a positive influence on students' understanding.

Interviews with teachers were conducted to gain perspectives on the effectiveness of scaffolding methods from a teaching perspective. Teachers provide information about changes that occur in student engagement and the challenges faced in the application of this method.

In addition to interviews with teachers, interviews with students are also conducted to find out how they experience the learning process with the scaffolding method. Students were asked questions about their understanding of the material before and after the method was applied, as well as how they felt the difference in the way they learned.

To strengthen the results of the research, data checks were also carried out by comparing student test results before and after the application of the scaffolding method. This quantitative data is a clear indicator of the effectiveness of the methods used in this study.

Data validation is also strengthened by asking for input from education experts who have experience in implementing innovative learning strategies. Input from experts is used to ensure that the findings of this study are relevant and applicable in the broader educational context.

From the validation results, it was found that the data obtained had a high level of confidence. Findings from observations, interviews, and test results show consistency in improving students' understanding after the scaffolding method is applied.

The results of interviews with students showed that they found it easier to understand the material after getting gradual help from the teacher. They are also more confident in doing assignments and participating in class discussions.

From the results of the teacher's observations, it was found that students who were previously passive began to show more interest in learning. They are more active in asking questions and trying to understand the concepts taught more independently than before.

The test results showed a significant increase in student scores after the application of the scaffolding method. This improvement shows that the gradual assistance provided in this method is effective in helping students understand abstract concepts in Islamic religious learning.

Although the results of data validation show a positive impact of the scaffolding method, this study also identifies several challenges in its application. One of them is the need to adapt this method to various student characters who have different levels of understanding.

Overall, the validation of the data in this study shows that the scaffolding method is an effective learning approach in improving student learning outcomes. With gradual support from teachers, students can more easily understand the material and learn more

independently.

The results of this data validation are expected to be the basis for the development of scaffold-based learning methods in various other subjects. With proper planning, this method can be an innovative solution to improve the quality of learning in elementary schools.

DISCUSSION

Data validation is an important stage in research to ensure the accuracy and reliability of the information obtained. In this study, data validation was carried out through triangulation, namely comparing the results of observations, interviews, and student learning outcome tests. Triangulation is used to ensure that the data collected truly reflects the real conditions in grade 4 of MI Al Islam Prampelan.

The data validation process is carried out by involving various sources, such as teachers, students, and learning outcome documents. Teachers provide perspectives on students' development in understanding the material on Believing in the Attributes of Prophets and Messengers, while students provide feedback related to their experiences in learning using the scaffolding method.

In addition, classroom observation is carried out directly to observe how students respond to the applied learning methods. This observation helps in understanding the extent to which scaffolding is able to improve student understanding as well as identify obstacles that may occur during the learning process.

The results of data validation show that the scaffolding method has a positive impact on student learning outcomes. From the interviews conducted, most students found it easier to understand the material because of the gradual assistance from the teacher. They also revealed that the use of engaging learning media helped them in understanding the concept of the attributes of prophets and apostles better.

Teachers involved in this study also stated that the scaffolding method allows them to focus more on guiding students individually according to their individual needs. Teachers can identify students who are experiencing difficulties and provide appropriate assistance without reducing students' independence in learning.

From the results of class observations, it was found that students who were previously less active in learning began to show increased participation. They were more enthusiastic in participating in discussions, answering questions, and doing the tasks given. This shows that the scaffolding method not only improves students' understanding but also their motivation to learn.

The analysis of test results conducted before and after the application of the scaffolding method also showed a significant improvement in student learning outcomes. On the initial test before the scaffolding method was implemented, many students scored below the minimum standard of completeness. However, after the implementation of scaffolding, the majority of students are able to reach or even exceed the set standards.

In addition, data validation was also carried out by comparing the results of this study with previous research that discussed the effectiveness of the scaffolding method in learning. The results of this study are in line with previous findings that show that scaffolding can significantly improve student understanding and learning outcomes.

Although the results of the study show a positive improvement, there are several challenges in the application of the scaffolding method. One of the main challenges is the limited time in the learning process. Teachers must set effective strategies so that all students get enough help without hindering the course of learning.

Another challenge is the difference in the level of understanding of students. Some students need more help than others, so teachers need to be more flexible in implementing scaffolding. A strategy that can be applied is the use of a differentiation approach, where the assistance provided is adjusted to the needs of each student.

From the results of this validation, it can be concluded that the scaffolding method is an effective approach in improving student learning outcomes in the material of Believing in

the Attributes of the Prophet and Messenger. This method not only helps students in understanding abstract concepts but also encourages them to be more active and confident in learning.

The implications of this study show that teachers need to continue to develop skills in applying the scaffolding method in order to optimize student learning outcomes. In addition, schools can consider providing training to teachers on scaffold-based learning strategies to be more effective in their use.

This research also provides insights for other schools that want to adopt the scaffolding method in learning. With the right application, this method can be a solution to learning problems that are often faced in Islamic religious subjects and other subjects.

Overall, the results of data validation confirm that the scaffolding method has a positive impact on student learning outcomes. However, its success depends heavily on careful planning, teachers' flexibility in providing assistance, and support from the school environment and parents.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the scaffolding method in learning the material of Believing in the Attributes of the Prophet and Messenger in grade 4 of MI Al Islam Prampelan has a positive impact on student learning outcomes. This method has been proven to be able to increase students' understanding of abstract concepts in the material.

The scaffolding method allows students to receive gradual assistance according to their needs. With this approach, students can easily understand the material because they get guidance that is tailored to their level of understanding. Gradually, they are also encouraged to study independently after getting enough support from teachers.

The results of the study show that the application of the scaffolding method is able to significantly improve student learning outcomes. Before the application of this method, many students had difficulty understanding the attributes of prophets and apostles. However, after getting gradual help from teachers through scaffolding, their understanding of the material has improved significantly.

In addition to improving learning outcomes, the scaffolding method also contributes to increasing student activity in learning. Students become more enthusiastic in following the learning process, dare to ask questions, and are more confident in conveying their understanding of the material being studied.

The application of the scaffolding method also has an impact on increasing interaction between teachers and students. Teachers can better understand the needs of each student and provide more personalized guidance. Thus, students feel more cared for and more motivated to learn.

The success of the scaffolding method is also influenced by various supporting factors, such as the use of interesting learning media, the active involvement of teachers in providing guidance, and support from the school environment and parents. These factors play an important role in ensuring the successful implementation of the scaffolding method in the classroom.

However, this study also found some challenges in the application of the scaffolding method. One of the main challenges is the limited time in learning, so teachers must be able to set effective strategies so that all students get the necessary help without hindering the course of learning.

Another challenge is the difference in the level of understanding of students in the class which is quite diverse. Some students need more intensive help than others. Therefore, teachers need to implement a differentiation strategy in scaffolding so that the assistance provided is more targeted and in accordance with the needs of each student.

To overcome these challenges, teachers can develop various innovations in the application of the scaffolding method. The use of technology in learning, such as interactive

learning videos or educational applications, can be a solution to help students understand the material more effectively.

In addition, collaboration between teachers, students, and parents is essential in supporting the success of the scaffolding method. Parents can provide additional guidance at home so that students can continue to deepen their understanding of the material learned at school.

The results of this study have important implications for the world of education, especially in the development of more innovative and student-centered learning strategies. The scaffolding method can be used as an alternative learning that not only improves students' understanding but also builds their independence in learning.

The application of the scaffolding method is not only relevant in learning Islamic Religious Education, but can also be applied in various other subjects. The principle of gradual assistance and the provision of support according to student needs can be applied in various learning contexts, both in the exact and social fields.

Thus, schools and teachers are expected to be more open in implementing the scaffolding method as part of a more effective learning strategy. Training for teachers on this method also needs to be provided so that they can apply it more optimally in the classroom.

In addition, further research can be conducted to explore various approaches in the application of the scaffolding method. This research can involve various levels of education and different subjects so that the scaffolding method can be applied more widely.

Overall, this study shows that the scaffolding method is an effective learning strategy in improving student learning outcomes. With proper application, this method can help students understand difficult material more easily and enjoyably.

It is hoped that the results of this research can be a reference for schools, teachers, and stakeholders in the world of education to continue to develop more innovative and student-oriented learning strategies.

As a next step, schools may consider integrating scaffolding methods in the learning curriculum. Thus, the learning process can take place better and provide greater benefits for students in improving their understanding and skills.

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