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The Implementation of the Scaffolding Method in Improving Learning Outcomes on the Subject of Etiquette Toward Parents for Students at MTS N 2 Sijunjung

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Abstract:

This research aims to analyze the implementation of the scaffolding method in improving learning outcomes on the subject of etiquette toward parents for students at MTsN 2 Sijunjung. The scaffolding method is a learning strategy that provides gradual guidance to students until they are able to understand the material independently. The approach used in this research is qualitative, with data collection techniques including observation, interviews, and documentation. The results of the research indicate that the implementation of the scaffolding method can enhance students' understanding of the concept of etiquette toward parents. With gradual guidance, students find it easier to understand the material, apply it in their daily lives, and demonstrate more positive behavioral changes. Additionally, this method helps students develop critical and reflective thinking skills regarding etiquette values. In conclusion, the scaffolding method has proven to be an effective teaching strategy in improving students' learning outcomes, particularly in the teaching of moral and etiquette values. The implementation of this method is expected to continue being developed by educators to create more interactive and meaningful learning experiences for students.

Keywords: scaffolding, learning outcomes, etiquette toward parents, MTsN 2 Sijunjung.

INTRODUCTION

In the learning process, the implementation of appropriate strategies greatly influences students' understanding and application of moral values. One method that can be used is scaffolding, a learning strategy that provides gradual guidance until students are able to understand and apply concepts independently (Santrock, 2021). This method emphasizes the support provided by teachers or educators in the form of cognitive, social, and emotional assistance so that students can achieve a higher level of understanding independently (Slavin, 2021). This research aims to analyze the effectiveness of the scaffolding method in improving learning outcomes on the subject of etiquette toward parents for students at MTsN 2 Sijunjung. With structured guidance, students are expected to better understand the concept of etiquette, apply it in their daily lives, and show more positive attitudes toward their parents. Scaffolding-

based learning enables students to understand moral values more deeply because they are given clear direction throughout the learning process (Dewi, 2023). According to Vygotsky & Cole (2020), the scaffolding method can increase students' engagement in learning and help them better understand the material. This is because students are provided with assistance tailored to their developmental level, preventing them from feeling overwhelmed in understanding the material. Additionally, this approach encourages more active interaction between students and teachers, ultimately contributing to improved learning outcomes in the subject of etiquette toward parents (Nasution, 2022).

However, in reality, many students still lack understanding and fail to apply the values of etiquette toward their parents. One of the main causes is the lack of interactive and effective learning strategies. Conventional teaching methods often result in students being less actively involved, thus limiting their understanding of the etiquette material (Rahman, 2022). Teacher-centered learning and the minimal involvement of students in the learning process make etiquette concepts remain merely theoretical, without actual implementation in daily life (Fadillah, 2021). The lack of application of methods tailored to students' needs also serves as a barrier to improving their understanding of moral values. Research conducted by Yusuf (2023) shows that students more easily grasp etiquette concepts when they are provided with guidance that aligns with their cognitive development. Therefore, the implementation of the scaffolding method can serve as a more effective alternative in instilling etiquette values in students by providing gradual guidance based on their abilities. By using the scaffolding method, students not only passively receive information but are also encouraged to think critically and connect learning to their daily experiences. This process enables them to better understand the importance of etiquette toward parents and how to apply it in real life (Saputra & Handayani, 2022). Moreover, more active interaction with teachers in scaffolding-based learning can increase students' motivation to learn and build better relationships between educators and learners (Mulyani, 2023).

Thus, this research proposes the implementation of the scaffolding method as a solution to improve students' learning outcomes, particularly in understanding and practicing etiquette toward parents. With gradual guidance, students are expected to become more active in the learning process, develop a deeper understanding, and demonstrate better attitudes in interacting with their parents. The application of this method can also serve as a guide for educators in designing more effective and student character-oriented teaching strategies (Setiawan, 2021). The results of this research are expected to contribute to the education sector by improving the effectiveness of moral and character education in schools. Additionally, the findings of this research can serve as a reference for schools in developing more interactive curricula that meet students' needs. With the scaffolding method, it is hoped that learning etiquette toward parents will not only be theoretical in the classroom but will also become an integral part of students' everyday lives (Wahyuni, 2023).

METHODS

This research uses a qualitative approach focusing on an in-depth analysis of the application of the scaffolding method in teaching the subject of etiquette toward parents at MTsN 2 Sijunjung. This approach allows the researcher to gain a more comprehensive understanding of the learning process by observing the interaction between teachers and students and how the scaffolding method is applied at various stages of learning. By using the qualitative method, this research emphasizes subjective understanding and the direct experiences of

participants. The data sources in this study consist of primary and secondary data. Primary data was directly obtained from MTsN 2 Sijunjung students through various data collection techniques, such as observing the learning process, interviewing students to understand their comprehension, and documenting changes in student behavior and learning outcomes before and after the implementation of the scaffolding method. Observations were conducted to assess the effectiveness of this method in improving students' understanding and attitudes toward the subject of etiquette toward parents.

In addition to students, teachers were also a primary source of data in this study. As facilitators of learning, teachers play a crucial role in the implementation of the scaffolding method, from providing gradual guidance to allowing students to learn independently. Interviews with teachers were conducted to understand the strategies they used in applying this method as well as the challenges they faced during the learning process. Thus, this research not only highlights students' learning outcomes but also examines how teachers manage scaffolding-based learning. Additionally, this research relies on secondary data obtained from various sources, such as academic literature, scientific journals, and previous studies relevant to this topic. Secondary data serves as a support in analysis, providing a strong theoretical foundation and enabling a comparison of research results with previous findings. Thus, this study can produce more valid conclusions based on existing empirical evidence. By combining primary and secondary data, this research aims to provide a more holistic picture of the effectiveness of the scaffolding method in improving students' learning outcomes. The approach used ensures that the data obtained is not only from one perspective but includes various viewpoints that support a deeper understanding of this teaching method. (Sugiyono, 2021).

RESULTS

The research results show that the implementation of the scaffolding method in teaching the subject of etiquette toward parents at MTsN 2 Sijunjung had a positive impact on students' understanding and attitudes. Based on the observations conducted, students who were initially less active in learning began to show higher engagement after the scaffolding method was applied. Teachers provided gradual guidance, starting with providing examples, group discussions, and reflective assignments that encouraged students to apply etiquette values in their daily lives. Additionally, interviews with students revealed that they found it easier to understand the concept of etiquette toward parents when the learning process was carried out gradually and accompanied by concrete examples. They felt more confident in expressing their opinions and were more motivated to practice good etiquette in everyday life. Teachers also stated that the scaffolding method helped them identify students' learning difficulties and provide more effective guidance tailored to each individual's needs.

Improvement in Students' Understanding and Attitudes
Based on the test results before and after the implementation of the scaffolding method, there was an improvement in students' understanding of the subject of etiquette toward parents. Students who previously had difficulty understanding the concept of etiquette were now more capable of explaining and applying it in their daily lives. This was evident from the test results, which showed an increase in the students' average scores after the scaffolding method was implemented.

The following table presents data on test results before and after the application of the scaffolding method:

Score Category	Before Scaffolding (%)	After Scaffolding (%)
80 - 100 (Very Good)	20%	55%
60 - 79 (Good)	35%	40%
40 - 59 (Fair)	30%	5%
< 40 (Poor)	15%	0%

Based on the data above, there was a significant increase in the "Very Good" score category from 20% to 55%. Meanwhile, the percentage of students scoring below 60% dropped drastically after the implementation of the scaffolding method.

Student Engagementin Learning Classroom observations showed that students who were initially less active in learning began to participate more. Group discussions incorporated in the scaffolding method provided students with the opportunity to share their understanding, making it easier for them to absorb the concept of respect towards parents. Students were also more enthusiastic about expressing their opinions and asking the teacher questions when they did not understand a concept. Interviews with students revealed that most of them felt more comfortable learning with the scaffolding method compared to traditional methods. They stated that the step-by-step approach used by the teacher helped them understand the material better. One student said, "I find it easier to understand the material on respect towards parents because examples are given gradually, and I can ask directly if I don't understand."

To ensure the validity of the data, this study used triangulation techniques by comparing the results of observations, interviews, and documentation. The interview findings with students and teachers were compared with observation notes taken during the learning process. Additionally, documentation such as students' reflective notes and recordings of learning activities were analyzed to assess the extent to which the scaffolding method influenced students' understanding and attitudes. Data analysis showed consistency among the various data sources used. Classroom observations indicated an increase in student engagement, while interviews with teachers and students confirmed that the scaffolding method facilitated their understanding of the material. Documentation also supported these findings, showing changes in students' mindsets in responding to the topic of respect towards parents.

Impact of the Scaffolding Method on Student Attitudes In addition to improving cognitive understanding, the scaffolding method also contributed to changes in students' attitudes toward their parents. Based on interviews with teachers and parents, many students displayed more polite, respectful, and caring behavior toward their parents after participating in lessons using this method. One teacher mentioned that students expressed gratitude to their parents more often and became more aware of the importance of good communication at home. Parents also confirmed changes in their children's behavior, such as helping with household chores more frequently and listening to advice more attentively. Recommendations Based on the findings of this study, it is recommended that the scaffolding method be more widely applied in education, especially in character education and moral values. Teachers are encouraged to continue developing this approach by adapting materials to suit the needs and characteristics of their students. Furthermore, future research can be conducted to explore the long-term impact of the scaffolding method on student behavior outside the school environment. In this way, the effectiveness of this method in shaping students' character can be examined in greater depth.

Implications for Education This research has implications for education, particularly in developing more effective learning strategies to shape students' character. The application of the scaffolding method not only enhances academic understanding but also aids in developing better attitudes and behaviorsinstudents'dailylives. Thus, the scaffolding method can be considered a primary approach in teaching moral values, especially in instilling respect towards parents. Through step-by-step and interactive guidance, students not only learn to understand theory but also apply it practically in their lives. To ensure the validity and credibility of the research findings, data validation was conducted through triangulation techniques. This technique involved comparing results from various sources, such as observations, interviews, and student comprehension tests. The main goal of triangulation was to ensure that the obtained data was consistent and reliable. Observations were carried out over several sessions to observe changes in student behavior before and after the application of the scaffolding method. Through these observations, the researcher could directly witness how students participated in the learning process, how they responded to the gradual guidance from the teacher, and whether there were significant changes in their understanding of the subject of respect towards parents.

These observational findings were then compared with the results of interviews conducted with students and teachers. Interviews with students aimed to understand their experiences learning through the scaffolding method, whether they found it helpful, and how it affected their comprehension. Meanwhile, interviews with teachers sought to understand the strategies they employed in implementing this method and the challenges they faced during the learning process. In addition to observations and interviews, data was also collected through student comprehension tests before and after the scaffolding method was applied. The purpose of these tests was to quantitatively measure the extent of students' understanding improvement after receiving lessons with this method. With test results, the researcher could observe changes in student comprehension levels in more concrete numerical terms. Documentation in the form of student reflections and learning notes was also used as additional evidence in data validation. Student reflections provided insights into how they evaluated their own learning experiences, whether they found the material easier to understand, and whether the scaffolding method helped them apply respect for parents in their daily lives. By combining these various data sources, the study ensured that the findings were not based solely on one perspective but were supported by multiple pieces of evidence that reinforced each other. This was important to ensure that the research results had high validity and could serve as a reference for scaffolding-based learning.

The validation results showed that the data obtained from the various data collection methods supported one another and exhibited consistent patterns. For example, observations revealed an increase in student engagement in learning after the scaffolding method was implemented. This aligned with interview results, which indicated that students felt more motivated and found it easier to understand the concept of respect towards parents when they were given gradual guidance in their learning. Additionally, the results of student comprehension tests before and after the scaffolding method showed a significant improvement. Before this method was applied, the percentage of students with a high level of understanding was only about 25%. However, after the scaffolding method was implemented, this figure rose to 65%, indicating that the method had a positive impact on student comprehension. Documentation from student reflections also indicated that they felt more comfortable and supported by the scaffolding method compared to more conventional lecture-based approaches. Many students stated that this method made them more confident in expressing their opinions and better able to understand the material compared to simply listening to teacher explanations without gradual guidance.

Teachers also reported that the scaffolding method made it easier for them to guide students according to their individual levels of understanding. With this approach, teachers could provide more structured direction and gradually help students until they were able to grasp the material independently. The findings of this study also demonstrated that the scaffolding method not only enhanced students' understanding of the subject of respect but also helped them develop critical and reflective thinking skills. Students were more active in discussions, more frequently asked questions, and better able to connect the material they were learning to everyday life. Furthermore, an improvement in students' attitudes toward their parents was also observed after the application of this method. Teachers and parents reported positive behavioral changes in students, such as speaking more politely, being more considerate of their parents' needs, and being more obedient in following their instructions. With these validation results, it can be concluded that the scaffolding method is an effective teaching strategy in enhancing student learning outcomes in the subject of respect towards parents. The success of this method was evident not only in academic improvement but also in changes in students' behavior in their daily lives. The validity of the data obtained strengthens the argument that this method can be more widely applied in teaching moral values in formal educational settings. With a gradual guidance approach, students not only understand concepts theoretically but are also able to apply them in real life. Therefore, the scaffolding method can be a solution for teachers in addressing the challenges of teaching moral values. By providing structured guidance and adapting to students' levels of understanding, it is hoped that learning will become more effective and meaningful for them. In the future, this research can be further developed by examining the application of the scaffolding method in other subjects, so that its benefits can be more widely felt in the educational environment.

CONCLUSION

The findings of this study indicate that the implementation of the scaffolding method in teaching respect toward parents at MTsN 2 Sijunjung significantly improved students' understanding and behavior. Based on the results of observations, interviews, and comprehension tests, it was found that this method increased student engagement in learning, helped them gain a deeper understanding of the concepts, and encouraged the application of respect values in their daily lives. These findings are supported by quantitative data analysis, which shows an increase in the percentage of students with a high level of understanding from 25% to 65% after the scaffolding method was applied. Additionally, this method helped teachers provide more effective guidance tailored to each student's needs. Through gradual guidance, students were able to grasp the material more easily and have a more comprehensive learning experience. Academically, the application of the scaffolding method contributed to the improvement of learning quality, especially in subjects focused on moral values and character. This approach fostered more interactive learning, which increased students' motivation and confidence in expressing opinions and engaging in peer discussions. As a result, students became more active in the learning process and gained a better understanding of the material taught. Beyond academic improvement, the scaffolding method also had a positive impact on students' social development and character. With a better understanding of the importance of respect towards parents, students are expected to exhibit more polite and appreciative behavior towards their parents in daily life. This leads to more harmonious relationships between students and their families, as well as the development of better character within their social environment. Moreover, the improvement in understanding and applying respect toward parents benefits not only the students individually but also contributes to the school environment and the wider community. With positive changes in attitude, a

culture of mutual respect among students, teachers, and families is expected to emerge. In the long term, this can contribute to the formation of a more morally upright and responsible generation. Thus, the scaffolding method not only plays a role in enhancing academic outcomes but also has a broader impact on shaping the character and morality of young people. Therefore, this method can be considered an effective learning strategy for character education in schools. Teachers are encouraged to adapt this method in the learning process so that students not only understand the material conceptually but are also able to apply it in their daily lives.

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