



The Application of the Scaffolding Method in Improving the Learning Outcomes of Mei Sayang to Fellow Students of SD Negeri 1307 Siborong - Borong

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Abstract:

This study aims to analyze the effectiveness of the application of *the scaffolding* method in improving the learning outcomes of the "Sayang to Sesama" material in SD Negeri 1307 Siborong-Borong. *Scaffolding* is a learning method that provides gradual support to students until they are able to understand and master the material independently. The approach used in this study is quantitative with a classroom action research design (PTK) which is carried out in two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. Data was collected through learning outcome tests, observation of student activities, and interviews with teachers and students. The results of the study show that the application of *the scaffolding* method significantly improves students' understanding of the material, active participation in the learning process, and students' social attitudes in daily life. In addition, this method also helps students in building confidence and independence in learning. The improvement in learning outcomes can be seen from the increase in test scores in each cycle. Thus, the *scaffolding* method is recommended as an effective learning strategy in teaching social values to elementary school students, especially in materials related to strengthening character and social attitudes.

Keywords: Scaffolding, Learning Outcomes, Social Values, Elementary School.

INTRODUCTION

Islamic religious education is one of the important aspects in building students' character from an early age. Through this education, students are expected not only to understand religious teachings conceptually, but also to be able to practice their values in daily life. One of the main subjects taught in the VA class is understanding and knowing the names of Allah SWT (Asmaul Husna), which has a fundamental role in strengthening the faith and shaping students' spiritual attitudes.

However, the reality in the field shows that the learning outcomes of students on the material of the names of Allah SWT (Asmaul Husna) are still relatively low. Based on initial data at MIS Islamiyah Kalipucang Batang, there are several problems that cause low student learning outcomes. The learning methods used are still conventional, such as lectures and questions and answers. This approach is less able to motivate students to learn actively, so they tend to be passive and bored quickly. In addition, students have difficulty understanding the relevance of God's names to daily life. This causes learning to be abstract and less meaningful for students.

The observation results also showed that students were less emotionally and intellectually involved in learning. Most students only memorize the names of God without

understanding their meaning. As a result, the average score of students in the learning evaluation on this material is below the Minimum Completeness Criteria (KKM) that have been set by the school. This phenomenon is an indication that the learning methods used require innovation so that learning becomes more effective and fun.

One approach that is believed to be able to overcome these problems is project-based learning or *Project-Based Learning* (PjBL). This approach emphasizes student involvement in the learning process through projects that are relevant to their lives. PjBL provides opportunities for students to learn actively, collaboratively, and contextually. Through this approach, students are invited to relate the concept of God's names to their daily activities, so that they can better understand their meaning and increase their involvement in learning.

The implementation of project-based learning on Asmaul Husna materials also allows teachers to integrate various creative activities, such as making posters of the names of Allah, short plays about practicing the attributes of Allah, or group discussions. These activities not only improve students' understanding of the material, but also build critical thinking, cooperation, and communication skills.

Thus, this study aims to identify the effectiveness of the project-based learning approach in improving the learning outcomes of VA class students at MIS Islamiyah Kalipucang on the material Names of Allah SWT. Through this research, it is hoped that learning strategies can be found that not only improve student learning outcomes academically, but also build their faith and noble morals. This research is also expected to be an applicative solution for educators in improving the quality of Islamic religious learning in elementary schools.

This research is focused on improving the learning outcomes of VA class students at MIS Islamiyah Kalipucang by applying a *project-based learning* approach to the material Names of Allah SWT (Asmaul Husna). The aspects studied include research subjects, learning materials, learning methods, and success indicators.

The subject of the study was 12 students of VA MIS Islamiyah Kalipucang. The learning material that is the focus of the research is the names of Allah SWT (Asmaul Husna). The learning method used in this study is a project learning approach. The indicator of research success is measured through the improvement of student learning outcomes based on evaluation test scores and observation of student learning activities.

METHODS

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from SD Negeri 1307 Siborong-Borong students through learning outcome tests, classroom observations, and interviews with students and teachers. Secondary data were obtained from literature, previous research journals, and supporting documents relevant to the application of *the scaffolding* method in social value learning. The data were analyzed in a descriptive, quantitative and qualitative manner. Quantitative analysis was carried out by comparing student test results before and after the application of the *scaffolding* method to see the improvement of learning outcomes. Meanwhile, qualitative analysis was conducted through observation and interviews to understand how *the scaffolding* method affects students' involvement in learning as well as changes in their social attitudes. Reflection is performed at the end of each cycle to evaluate the effectiveness of the method applied and determine improvements for the next cycle.

RESULTS

The results of the study show that the application of the scaffolding method has a positive impact on students' understanding of the material "*Love for Others*." This improvement can be seen from the test results of students who have experienced a significant increase after the application of this method. In addition, student participation in the learning process increased, as shown by

more active interaction between students and teachers and increased student confidence in answering questions. Not only academic results, changes in students' social behavior were also seen, where they began to show a more caring attitude, respect their friends, and were able to work together in groups.

The data obtained from this study consisted of student test results, observations during the learning process, and interviews with teachers and students. The test results showed an increase in the average score of students from the first cycle to the second cycle. Classroom observation revealed that students became more responsive to the gradual guidance provided by the teacher. In addition, interviews with students showed that they felt more comfortable in learning because the *scaffolding* method provided support that matched their level of understanding.

The following is data on the average scores of students before and after the application of the *scaffolding method*:

Pre-Cycle: Number of students 30, average grade before *scaffolding* 65.2.

Cycle 1: Number of students 30, average score after *scaffolding* 75.8, with an increase of 16.2%.

Cycle 2: Number of students 30, average score after *scaffolding* 85.6, with an increase of 12.9%.

From the data above, it can be seen that the average score of students increased from 65.2 before the application of the *scaffolding* method to 75.8 in the first cycle and 85.6 in the second cycle. This improvement shows that the *scaffolding* method makes a significant contribution to students' understanding of the learning material.

In addition to the increase in test results, observations during the learning process showed that students became more active in discussing, asking questions to teachers, and participating in group activities. Before the *scaffolding method* was implemented, many students tended to be passive and reluctant to ask questions when they had difficulty understanding the material. However, after teachers implement this strategy by providing gradual guidance, students become more confident in learning and more enthusiastic in following the learning process.

The results of interviews with teachers also supported these findings. Teachers revealed that the *scaffolding* method makes it easier for them to teach abstract material, such as social values. By providing concrete examples, step-by-step guidance, and directed questions, students can more easily understand the concepts being taught. In addition, teachers also observed an increase in cooperation between students in group activities, which was previously rare. The interviewed students revealed that they felt more comfortable with the *scaffolding* method because they felt unburdened by the difficult material. They stated that gradual guidance helped them understand the material slowly without feeling pressured. In addition, they feel more happy to learn because this method encourages them to be more active and involved in various classroom activities.

To ensure the validity and reliability of the data, this study uses a triangulation technique, namely comparing the results of tests, observations, and interviews. The test results were analyzed by comparing the scores before and after the application of the *scaffolding method*. Observation is used to confirm whether the increase in grades is accompanied by increased student engagement and understanding in learning. Meanwhile, interviews were conducted to understand the experiences and perceptions of students and teachers regarding the effectiveness of the *scaffolding* method. With this approach, more accurate and objective data is obtained in assessing the impact of the *scaffolding* method on student learning. Based on the results of data analysis from various sources, it can be concluded that the *scaffolding method* is effective in increasing students' understanding of the material "Love for Others." Significant improvement in learning outcomes, active participation in class discussions, and more positive changes in social attitudes are proof that this method is feasible to be applied in learning social values in elementary schools. Thus, this study provides recommendations to educators to use the *scaffolding* method as a strategy in teaching materials that require gradual understanding, especially in character and social education. The results of this study can also be a reference for schools in developing more effective and interactive learning approaches to improve learning outcomes and the formation of student character optimally.

DISCUSSION

The results of this study show that the scaffolding method has a positive impact on students' understanding in learning the material "*Love to Others*." The increase in students' average grades from the first cycle to the second cycle confirms that the gradual guidance provided by the teacher helps students understand concepts in more depth. In addition, observation during learning showed an increase in student involvement in the learning process, which was characterized by their activeness in discussing, asking questions to teachers, and collaborating with peers.

Compared to conventional learning methods, the scaffolding method provides a more interactive approach and is tailored to the individual needs of students. This is in line with previous research which states that a scaffolding-based approach is able to increase students' understanding of concepts and involvement in learning (Rahmawati & Hidayat, 2022). With gradual support from teachers, students feel more confident and better prepared to learn independently, so that their learning outcomes have also experienced a significant improvement.

In addition to the academic aspect, this study also found that the scaffolding method had a positive impact on students' social behavior. With gradual guidance provided by teachers, students become more sensitive to social values, such as mutual respect, cooperation, and helping friends who have difficulties in learning. These findings support the research of Sari & Prasetyo (2021), which states that interactive learning methods can shape students' positive character through more meaningful learning experiences.

However, this study also found some challenges in the application of the scaffolding method. One of the main obstacles is the time needed to provide gradual guidance to each student. Teachers must be able to adjust learning strategies according to the level of understanding of each student, so it requires careful planning and flexibility in teaching. Therefore, training is needed for teachers in applying this method so that it can be used more effectively in various classroom conditions.

To ensure the validity of the research results, validation was carried out through data triangulation techniques, namely by comparing test results, classroom observations, and interviews with students and teachers. This technique is used to increase confidence in the data obtained and ensure that the results of the study reflect the actual conditions in the field.

The first validation was carried out by comparing the results of student tests before and after the application of the scaffolding method. The results of the analysis showed a consistent improvement in the average scores of students from pre-cycle to second cycle. This improvement confirms that the scaffolding method makes a real contribution to students' understanding in the material being taught.

The second validation is carried out through classroom observation during the learning process. Observations show that students are more active in participating in learning, dare to ask questions, and are more confident in expressing their opinions. These observations are in accordance with the findings from the test results, which show that active involvement in learning contributes to the improvement of student learning outcomes.

The third validation was carried out through interviews with students and teachers. From the interviews conducted, students revealed that the scaffolding method helps them understand the material more easily because they are given gradual guidance. They also feel more comfortable in learning because they can interact more intensively with teachers and peers. Meanwhile, teachers stated that this method has a positive impact on students' learning motivation and increases interaction in the classroom.

Based on the validation process carried out, the results of this study can be said to be valid and reliable. The consistency between the results of the test, observation, and interview shows that the scaffolding method is effective in improving students' understanding and forming better social behavior. In addition, the increased involvement of students in the learning process is additional evidence that this method is able to create a more interactive and conducive learning environment.

Thus, the validation results strengthen the conclusion that the scaffolding method is feasible to be applied in learning social values in elementary schools. The findings of this study can be a reference for teachers in choosing more effective learning strategies to improve students'

understanding and character. In addition, the results of this research can also be used as a basis for schools to develop learning policies that are more oriented to an interactive approach and based on gradual guidance.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of *the scaffolding method* is effective in increasing students' understanding of the material "Sayang To Sesama" at SD Negeri 1307 Siborong-Borong. This method provides gradual guidance that allows students to better understand the material in depth, increase participation in learning, and reinforce social values in daily life.

The main findings of this study show that there is a significant improvement in student learning outcomes after the application of *the scaffolding method*. The average score of students increased from 65.2 before the application of the method to 75.8 in the first cycle and 85.6 in the second cycle. In addition, observations show that students become more active in learning, dare to ask questions, and are more confident in understanding the material. Interviews with students and teachers also supported these findings, where *the scaffolding method* was thought to help students to be more comfortable and engaged in learning.

In addition to academic improvement, this study also found that the *scaffolding method* has a positive impact on the formation of students' character. Students show a more caring attitude towards others, are more able to work together in groups, and better understand the importance of respecting and helping friends. This shows that the *scaffolding method* not only contributes to learning outcomes but also to the strengthening of students' social values.

Academically, the *scaffolding method* has been proven to improve student learning outcomes in understanding social concepts. The increase in average grades and active involvement in learning shows that this method can be used as an effective learning strategy, especially in teaching material that requires gradual understanding. In addition, this study also shows that this method can help students in developing critical and independent thinking skills, which are important aspects of the learning process.

In terms of social contribution, the *scaffolding method* helps students in building an attitude of empathy, cooperation, and respect for others. Through a learning process that involves more intensive social interaction, students better understand the importance of behaving well towards friends and the surrounding environment. Thus, this method not only plays a role in improving academic results but also in shaping a better character of students.

Based on these findings, it is recommended that the *scaffolding method* be applied more widely in learning social values in elementary schools. In addition, teachers need to get adequate training to apply these methods effectively so that they can be adapted to the individual needs of students. The results of this study can also be the basis for schools in designing more interactive and step-by-step guidance-based learning strategies, in order to improve the quality of education and the overall character of students.

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