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The Application of the Scaffolding Method in Improving Learning Outcomes on The Topics of Trustworthiness and Honesty for Students at SMP Negeri 3 Barumun.

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Abstract:

Character education plays an important role in shaping students' personalities. Trustworthiness and honesty are two fundamental values that should be instilled from an early age so that students can develop into responsible and trustworthy individuals. However, many students still face difficulties in understanding and applying these two attitudes. This study aims to examine the application of the scaffolding method in improving students' learning outcomes on the topics of trustworthiness and honesty at SMP Negeri 3 Barumun. This research uses an experimental method with a quantitative approach. The subjects of the study are seventh-grade students, divided into a control class and an experimental class. Data were collected through observations, pre- and post-test learning outcomes, and interviews with teachers and students. Data analysis was conducted using statistical tests to examine the differences in learning outcomes between the two classes. The results of the study show that the scaffolding method has a positive impact on students' understanding and application of trustworthiness and honesty. Students in the experimental class showed a significant improvement in learning outcomes compared to the control class. This method also helped students become more active and confident in learning. Thus, the application of the scaffolding method can be an effective strategy in character education. It is recommended that teachers use this method more frequently and that schools provide training for teachers to optimize its implementation.

Keywords: Scaffolding Method, Character Education, Trustworthiness, Honesty, Learning Outcomes

INTRODUCTION

Character education is an important aspect of shaping students' personalities. Trustworthiness and honesty are two core values that need to be instilled from an early age so that students can grow into responsible and trustworthy individuals in their daily lives. However, in reality, many students still struggle to understand and apply these values effectively (Lickona, 2020). Therefore, there is a need for more innovative teaching methods to improve students' understanding of trustworthiness and honesty.

This study aims to analyze the application of the scaffolding method in improving students' learning outcomes on the topics of trustworthiness and honesty. Additionally, this research also aims to assess the effectiveness of the scaffolding method compared to conventional teaching methods, as well as identify the supporting and inhibiting factors in its implementation (Wood et al., 2021).

It Is expected that this research can make a positive contribution to the field of education, particularly in character education. Teachers are expected to understand the benefits of the scaffolding method and use it as a strategy in their teaching. Furthermore, the results of this study can serve as a reference for schools in designing more interactive and effective teaching methods to instill character values in students (Slavin, 2022).

Based on initial observations, many students still lack understanding of the importance of trustworthiness and honesty, both in the school environment and in daily life. Many students are unable to apply these two attitudes in their social interactions. The learning process, which is still dominated by lecture-based methods, leads to limited active involvement of students in understanding and applying these values (Santrock, 2023).

This situation highlights the need for innovation in teaching methods so that students can more easily understand and internalize trustworthiness and honesty. The right teaching method will help students better grasp moral concepts and apply them in real life. Therefore, strategies that can enhance student engagement in the learning process are needed (Anderson, 2021).

One method that can be applied in character education is the scaffolding method. This method provides step-by-step guidance to students until they can understand and apply concepts independently. By using this approach, it is hoped that students will become more active in learning and improve their learning outcomes (Bruner, 2022).

The scaffolding method emphasizes providing assistance tailored to the students' needs. This assistance takes the form of instructions, questions, or examples that help students build their understanding gradually. Over time, this support is reduced until students can understand and apply concepts independently (Mercer, 2020).

In the context of learning trustworthiness and honesty, the scaffolding method can help students understand the meaning of these two attitudes and how to apply them in daily life. Teachers can provide guidance through case studies, discussions, or simulations of situations relevant to students' lives. In this way, they not only understand the concepts theoretically but also apply them in social interactions (Hammond, 2021).

As a solution to the existing problems, this study proposes the application of the scaffolding method in character education. With proper implementation, this method can help students better understand trustworthiness and honesty, as well as improve their learning outcomes. Therefore, it is important for teachers to integrate this method into the learning process to create a more effective and interactive learning environment (Brown, 2023).

Through this research, it is hoped that the scaffolding method can serve as an alternative for more innovative character education. When applied effectively, this method can have a significant positive impact on shaping students' character and improving their learning outcomes in understanding trustworthiness and honesty (Johnson, 2022).

METHODS

This study uses both primary and secondary data. Primary data were obtained directly from the seventh-grade students of SMP Negeri 3 Barumun through learning outcome tests, observations, and interviews with teachers and students. Meanwhile, secondary data were gathered from literature, journals, and relevant documents related to the scaffolding method and character education (Creswell, 2021).

The data obtained were analyzed both quantitatively and qualitatively. Quantitative analysis was conducted using statistical tests to measure the differences in learning outcomes between the experimental class and the control class before and after the application of the scaffolding method. Qualitative analysis was carried out through the interpretation of observational and interview data to understand the responses of students and teachers to the scaffolding method (Miles & Huberman, 2022).

Class	Average Pre-Test	Average Post-Test	Improvement (%)	
Experiment	65.2	85.6	31.3	
Control	64.8	74.2	14.5	

From the table above, it can be seen that the experimental class, which applied the scaffolding method, experienced a higher improvement in learning outcomes compared to the control class. In addition to the improvement in learning outcomes, observations also showed that students taught with the scaffolding method were more active in asking questions, discussing, and able to relate concepts to real-life situations. Interviews with teachers revealed that this method helped students become more confident in expressing their opinions, making the learning process more interactive and enjoyable.

RESULST

The results of the study show that students who learned using the scaffolding method experienced significant improvements in their learning outcomes compared to students using conventional methods. This can be seen from the improvement in the average post-test scores of the experimental class compared to the control class.

Class	Average Pre-Test	Average Post-Test	Improvement (%)
Experiment	65.2	85.6	31.3
Control	64.8	74.2	14.5

In addition to the quantitative results, observations and interviews revealed that students in the experimental class were more active in learning, more confident in expressing their opinions, and had a better understanding of the concepts of trustworthiness and honesty compared to students in the control class. Teachers also acknowledged that the scaffolding method had a positive impact on classroom interactions and students' understanding of the material.

The improvement in students' learning outcomes can also be analyzed from the aspect of their activity in the learning process. Based on observations, students in the experimental class more frequently asked questions and engaged in peer discussions compared to students in the control class. This indicates that the scaffolding method encourages more dynamic interactions and strengthens students' understanding of the material.

Additionally, interviews with teachers revealed that the application of the scaffolding method made it easier for teachers to deliver the material in a more structured manner. Teachers were able to provide guidance according to the students' level of understanding, making the learning process more effective and helping students grasp the material better.

Data verification was carried out using source triangulation, where test results were compared with observational and interview data. The results showed consistency that the scaffolding method had a positive impact on students' understanding and application of character values. Therefore, this method is recommended for broader application in character education.

Furthermore, interview data from students revealed that they felt more comfortable learning with the scaffolding method compared to conventional methods. Students stated

that they found it easier to understand the material due to the step-by-step guidance that helped them solve problems and apply the concepts they had learned.

Additional data from student reflections also showed that this method helped them improve their sense of responsibility and independence in learning. With initial support from the teacher, students were able to build their understanding gradually before eventually mastering the material on their own.

The scaffolding method also has several supporting factors in its implementation. These factors include the teacher's readiness to adapt to this method, high student involvement in learning, and the availability of adequate learning resources. These factors support the success of the scaffolding method in improving students' learning outcomes. However, there are some challenges in implementing this method. One of these is the need for more time to provide step-by-step guidance to students. Teachers must be able to adjust their teaching strategies to remain efficient without compromising the depth of students' understanding.

Considering the results of this study, it is recommended that schools provide training for teachers to implement the scaffolding method more effectively. Additionally, school support is needed in providing teaching materials that support the implementation of this method.

In conclusion, the scaffolding method has proven effective in improving students' learning outcomes, both in terms of concept understanding and critical thinking skills. With proper implementation, this method can be an innovative solution in character education. It is hoped that future research will delve deeper into the effectiveness of the scaffolding method in various other learning contexts. Additionally, future studies could explore the long-term impact of this method on students' character development.

Data validation in this study was conducted using the triangulation method, which involves comparing results from various data sources to ensure the validity of the findings. The quantitative data from the pre-test and post-test were verified with qualitative data obtained through observations and interviews.

The validation results show that there is consistency between the quantitative results and the qualitative data. The improvement in post-test scores in the experimental class aligns with the increase in student participation and understanding observed during the learning process. Teachers also stated that students became more active and demonstrated attitude changes in applying character values.

Furthermore, interviews with students confirmed that they found it easier to understand the material and felt more confident in expressing their opinions after participating in the scaffolding method. These findings strengthen the validity of the research results, indicating that the scaffolding method contributes to improved learning outcomes and enhanced character development in students.

Based on this validation, it can be concluded that the research findings are reliable and highly relevant in the context of character education in schools. Therefore, the application of the scaffolding method is recommended for adaptation in various subjects and other learning environments.

CONCLUSION

The findings of this study indicate that the scaffolding method has a strong impact on students' learning outcomes. The significant improvement in the post-test results of the experimental class proves that this method is effective in enhancing students' understanding of the material.

Academically, the scaffolding method helps students think more critically, feel more confident, and become more active in learning. Additionally, the social contribution of this method is seen in the increased trustworthiness and honesty of students in their daily lives.

The scaffolding method not only impacts academic aspects but also contributes to the development of students' character. With a gradual and structured approach to learning, students find it easier to understand concepts and apply them in real-life situations. Based on these findings, schools and educators are encouraged to use the scaffolding method more frequently in the learning process. Additionally, support from the school in the form of training for teachers is crucial for the more effective implementation of this method

The application of the scaffolding method is also expected to enrich innovative and adaptive teaching strategies that meet the needs of students. As a result, students will be better prepared to face challenges in their education and social lives. As a next step, further research is needed to explore the effectiveness of the scaffolding method in various subjects and different levels of education. With these strong findings, it is hoped that the scaffolding method can become part of a broader and more sustainable learning strategy in the national education system

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