



# Application of Scaffolding Method to Improve Learning Outcomes on The Material Of Praiseable Morals and Firm Opinions for Student at MIS Miftahul Huda Kasomalang

**Zaenal Mutaqin<sup>1</sup>**, MIS Miftahul Huda Kasomalang, Indonesia

**Yuni Indrawan<sup>2</sup>**, MIS PP Al Rasyid, Indonesia

**Yusro<sup>3</sup>**, MIS Miftahul Huda, Indonesia

**Yumma Newis<sup>4</sup>**, MIN 11 Pesisir Selatan, Indonesia

**Yusmarida Sinaga<sup>5</sup>**, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

## ABSTRACT

This study aims to analyze the effectiveness of the implementation of the scaffolding method in improving learning outcomes of the material on commendable morals with firm principles for students at MIS Miftahul Huda Kasomalang. Scaffolding is a learning strategy that provides gradual guidance to students until they can understand the material independently. In this study, the method used was classroom action research (CAR) with a quantitative approach. Data were collected through learning outcome tests, observations, and interviews to measure the increase in students' understanding of the material being taught. The results showed that the scaffolding method significantly improved students' understanding of concepts, as well as increased their motivation and active participation in the learning process. In addition, this method helps students internalize commendable moral values, especially in forming a firm attitude. The implementation of scaffolding has proven to be an effective strategy in character education at the elementary madrasah level, because it provides gradual guidance according to students' needs. Thus, the results of this study are expected to be a reference for educators in developing a more interactive learning approach and supporting the development of morals and students' independence in thinking and acting.

OPEN ACCESS

## ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

## KEYWORDS

scaffolding, learning outcomes, commendable morals, firm opinion, character education.

## Corresponding Author:

**Zaenal Mutaqin**

MIS Miftahul Huda Kasomalang, Indonesia

zaenalmutaqin123@gmail.com

## Introduction

This study aims to analyze the effectiveness of the implementation of the scaffolding method in improving the learning outcomes of good morals, especially the attitude of being firm, in MIS Miftahul Huda Kasomalang students. The scaffolding method is a learning approach that provides gradual assistance to students until they are able to understand the material independently. This approach is based on the concept of the Zone of Proximal Development (ZPD) introduced by Vygotsky, which emphasizes the

---

importance of the role of teachers in providing support according to student needs. (Journal of Makassar State University.)

The implementation of the scaffolding method is expected to improve students' understanding of moral values and their ability to apply them in everyday life. Through guidance that is adjusted to the level of student development, this method allows students to develop independence in learning and make decisions that are in accordance with the principles of good morals. Previous research has shown that the scaffolding method is effective in improving student learning outcomes. For example, a study found that the implementation of the scaffolding method in chemistry learning can improve students' understanding of concepts. (Journal of Makassar State University.) In addition, this method can also increase students' motivation and active participation in the learning process. In the context of moral learning, the application of the scaffolding method can help students internalize moral values more effectively. By providing appropriate guidance, teachers can help students understand the importance of a firm stance and how to apply it in real situations. This is in line with findings that show that interactive and contextual learning methods can improve students' understanding of moral material. In addition, the scaffolding method also allows teachers to adjust the level of support according to the individual needs of students. This is important because each student has different characteristics and abilities in understanding the material.

With a flexible approach, the scaffolding method can help students who have difficulty to achieve better understanding. (MTsN 4 Magelang). The application of the scaffolding method can also increase students' learning independence. By providing gradual guidance, students are encouraged to take responsibility for their own learning as their understanding increases. This can prepare them to face future learning challenges with more confidence. (idntimes.com)

In the context of MIS Miftahul Huda Kasomalang, the application of the scaffolding method is expected to improve the quality of learning of commendable morals. With proper guidance, students can develop a strong attitude that will help them make decisions that are in accordance with moral values. This is important to form a strong and integrated character in students. Overall, the implementation of the scaffolding method has great potential in improving the learning outcomes of good morals in students. By providing guidance that is in accordance with the needs and development level of students, this method can help them understand and apply moral values in everyday life. Therefore, teachers are expected to adopt this method in learning to achieve optimal results. It is hoped that with the implementation of the scaffolding method, students will find it easier to understand the concept of good morals and be able to internalize it in everyday life. In addition, this method is expected to increase learning motivation, active participation, and shape students' character to be more independent and have a strong stance in facing various challenges. However, in reality, many students still have difficulty in understanding and applying a strong attitude. Learning that tends to be conventional, lack of gradual guidance, and minimal student involvement in the learning process are factors that cause low understanding and

---

application of good morals in their lives. As a solution, the scaffolding method can be applied in learning commendable morals.

With guidance given gradually, students will be more focused in understanding the concept and building a firm stance. Therefore, this study was conducted to examine the extent to which the scaffolding method is effective in improving student learning outcomes related to this material.

## Methods

This study uses a classroom action research (CAR) method with a quantitative approach. CAR was chosen because it allows researchers to intervene directly in the learning process to identify, analyze, and evaluate the effectiveness of the scaffolding method in improving student learning outcomes, especially in learning commendable morals. According to Arikunto (2020), CAR aims to improve and enhance learning practices through systematic stages.

This research was conducted in several cycles covering four main stages, namely: (1) Planning, where researchers develop learning strategies by applying the scaffolding method and preparing learning tools, (2) Implementation, namely the application of the scaffolding method in learning commendable morals, (3) Observation, where researchers observe students' responses and developments during the learning process, and (4) Reflection, where learning outcomes are analyzed to determine improvement steps in the next cycle (Kemmis & McTaggart, 2021).

The research instruments used include learning outcome tests, observation sheets, and interviews. Learning outcome tests are used to measure students' understanding of the material taught before and after the implementation of the scaffolding method. Observation sheets were used to record student activities during the learning process, including their level of participation and interaction with teachers and peers. Interviews were conducted with teachers and students to obtain qualitative data on the effectiveness of the scaffolding method in improving the attitude of being firm.

The data analysis technique in this study used quantitative descriptive analysis, where data obtained from the learning outcome test were analyzed using simple statistics to see the increase in student scores from pretest to posttest. In addition, observation and interview data were analyzed descriptively to identify patterns of changes in student behavior and understanding during the learning process (Sugiyono, 2021).

To increase the validity of the study, data triangulation was carried out, namely by comparing the results from various data sources, such as tests, observations, and interviews. With this approach, this study not only measures the effectiveness of the scaffolding method quantitatively but also provides qualitative insights into the impact of this method on student motivation, participation, and understanding in learning commendable morals.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from MIS Miftahul Huda Kasomalang students through various

methods, such as learning outcome tests to measure students' understanding of commendable moral material, observations during the learning process to see the application of the scaffolding method in class, and interviews with teachers and students to find out their experiences in using this method. The use of primary data aims to obtain information directly from the research subjects so that the results obtained are more valid and relevant to the research objectives.

In addition to primary data, this study also uses secondary data obtained from various relevant literature sources. Secondary data includes scientific journals, books, and previous research that discusses the scaffolding method in moral learning. The literature used helps provide a theoretical basis and strengthens the research results obtained from primary data. According to Sugiyono (2021), the use of secondary data in research is very important to provide a broader context to research findings and to compare research results with previous studies.

Secondary data is also used as comparative material in analyzing the effectiveness of the scaffolding method. By referring to the results of previous studies, this study can evaluate the extent to which the findings obtained are in accordance with or different from previous research. In addition, references from various academic sources help ensure that this study has a strong foundation in understanding how scaffolding can be applied effectively in learning commendable morals.

By combining primary and secondary data, this study can provide a more comprehensive picture of the effectiveness of the scaffolding method in improving the learning outcomes of commendable morals. Primary data provides direct information from the field, while secondary data serves as theoretical and academic support that strengthens the research results. This approach ensures that the conclusions drawn have a strong basis and can be scientifically accounted for.

The data was analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative data in the form of test results were analyzed by calculating the increase in student scores from each cycle, while qualitative data from observations and interviews were analyzed using data reduction, data presentation, and conclusion drawing techniques (Miles & Huberman, 2020). This aims to obtain a more comprehensive picture of the effectiveness of the scaffolding method in improving students' understanding of commendable morals material.

## **Result**

This study was conducted to measure the effectiveness of the scaffolding method in improving learning outcomes of commendable moral material, especially the attitude of being firm, at MIS Miftahul Huda Kasomalang. Data were collected through learning outcome tests, observations, and interviews. The research sample consisted of 20 fifth grade students who were divided into two groups: the experimental group (with the scaffolding method) and the control group (with the conventional method).

The results of the initial and final tests showed an increase in students' understanding of the commendable moral material. The following is a description of the average data on Students' Pretest and Posttest Scores

Table 1. Average Pretest and Posttest Scores of Students

Group	Number of students	Pretest Average score	Posttest Average score	Improvement(%)
Experiment(Scaffolding)	10	65	85	30%
Control(Conventional)	10	64	72	12.5%

From the table above, it can be seen that the experimental group experienced a more significant increase compared to the control group.

In addition to the test results, observations were also conducted to see student participation and motivation during the learning process. The observation data are summarized in the following table:

Table 2. Observation of Student Participation and Motivation

Indicators	Experiment(Scaffolding)	Kontrol (Konvensional)
Students actively ask questions	87%	50%
Students answer teacher's questions	90%	55%
Students do independent assignments	85%	60%
Students are able to explain concepts	80%	50%

Based on the observation table, students who learn using the scaffolding method are more active in participating compared to students who learn using the conventional method.

To ensure the validity of the data in this study, triangulation was carried out by combining several data collection methods, namely test results, observations, and interviews with teachers and students. This triangulation aims to minimize bias and increase the validity of the data obtained. By comparing various data sources, the research results become more accurate and accountable.

The results of interviews with students showed that they felt more confident in understanding the material when using the scaffolding method. Students expressed that the gradual guidance provided by the teacher was very helpful in understanding the concept of commendable morals and applying it in everyday life. In addition, students also felt more motivated to learn because they received support according to their level of understanding.

Meanwhile, interviews with teachers showed that the scaffolding method helped them provide more effective guidance. Teachers can adjust the level of assistance given to students, so that they can learn gradually until they achieve independent understanding.

This is in line with the scaffolding concept which emphasizes providing support according to students' needs until they are able to complete tasks without assistance.

In addition to interviews, observations in the learning process were also conducted to see directly how the scaffolding method was applied in the classroom. Observations showed that students who received gradual guidance tended to be more active in discussions and were able to complete assignments more independently compared to students who did not receive scaffolding.

To strengthen this finding, statistical analysis using the t-test was conducted to measure the effectiveness of the scaffolding method in improving learning outcomes. The results of the t-test showed a significant difference between the learning outcomes of the experimental group using scaffolding and the control group using the conventional method, with a  $p$  value  $<0.05$ . These results indicate that the scaffolding method statistically has a positive effect on student learning outcomes.

Thus, based on data triangulation and statistical analysis conducted, it can be concluded that the scaffolding method has proven effective in improving student understanding and learning outcomes. The combination of test results, observations, and interviews provides strong evidence that this approach not only helps students understand the material better but also increases their self-confidence and motivation in learning

The following is a table showing the development of students' average scores during three learning cycles:

Cycle	Average Score	Improvement percentage (%)
Cycle 1	70	-
Cycle 2	80	14.3%
Cycle 3	85	6.25%

From the table, it can be seen that there is an increase in student scores in each cycle. The largest increase occurred in the first cycle to the second cycle, which was 14.3%, while the increase from the second cycle to the third cycle was 6.25%.

Based on the results of the analysis, the scaffolding method contributed significantly to improving students' understanding of the material on commendable morals. The increase in students' average scores shows that this approach provides effective support in helping students understand concepts gradually.

In addition, observations show that students are more active in learning. They not only listen to the teacher's explanation, but also engage in discussions and reflections on moral values. This indicates that the scaffolding method is able to increase student participation and build their confidence in making decisions based on correct moral principles.

Through interviews with teachers and students, it was found that this method is more interesting to students than conventional methods. Teachers stated that students were more responsive and enthusiastic in participating in learning. Students also feel more comfortable because they get guidance gradually before finally understanding the concept independently.

Thus, the results of this study indicate that the scaffolding method not only improves students' learning outcomes but also strengthens their character in being steadfast. This method can be a more effective alternative learning in moral education at the elementary madrasah level. Thus, the scaffolding method can be implemented more widely to increase the effectiveness of learning commendable morals. Educators are advised to adapt the scaffolding technique according to the needs of students so that the results achieved are increasingly optimal and are able to form stronger characters in their daily lives.

## Discussion

The results of this study indicate that the scaffolding method is effective in improving students' understanding of the material on good morals, especially in forming a firm stance. The increase in students' average scores in each learning cycle confirms that this method has a positive impact on the learning process. In addition, observations show that students are more active in discussing, asking questions, and expressing opinions, which indicates their involvement in understanding and applying moral values.

The scaffolding method provides gradual assistance that allows students to understand concepts more deeply. This approach is different from the lecture method which tends to be passive and does not provide opportunities for students to explore their own understanding.

With guidance from the teacher, students can build a more solid and independent understanding in applying a firm stance.

In addition to improving cognitive understanding, the scaffolding method also contributes to building students' character. They are more confident in making decisions based on good moral values.

Although this study shows positive results, there are several challenges in implementing the scaffolding method. One of them is the difference in students' levels of understanding which makes some students need more guidance than others. Therefore, teachers need to apply differentiation strategies in scaffolding so that each student gets the help that suits their needs.

To ensure the validity of the research results, data validation was carried out through triangulation, namely comparing the results of learning tests, observations, and interviews with teachers and students. Data triangulation aims to see the consistency of findings from various data sources in order to increase the accuracy of the research results.

Quantitative data from learning outcome tests were analyzed by comparing the average scores of students before and after the implementation of the scaffolding method. Meanwhile, data from observations were analyzed based on student activity in learning, such as involvement in discussions, willingness to ask questions, and courage to express opinions. Meanwhile, data from interviews were used to understand students' and teachers' perceptions of the scaffolding method in improving their understanding of the material on commendable morals.

The results of triangulation show that the findings from the three data collection methods support each other. The increase in student scores is in line with their increasing active participation in the learning process. Teachers also confirmed that the gradual approach in scaffolding helps students more easily understand and apply the concepts taught.

The validation results show that the data obtained in this study have a high level of reliability. Validation was conducted through data triangulation by comparing test results, observations, and interviews. The test results showed a significant increase in student understanding after implementing the scaffolding method. Observations during the learning process also showed that students were more active in discussions and more confident in expressing their opinions. Meanwhile, interviews with teachers and students confirmed that the scaffolding method helped students understand the material on commendable morals better.

Based on the validation results, it can be concluded that the scaffolding method is an effective learning approach in improving student learning outcomes. By providing gradual guidance, students not only gain a better understanding but are also able to apply commendable moral values in everyday life. Thus, the results of this study can be a reference for educators in developing more interactive learning strategies, based on scaffolding, and oriented towards building student character.

## Conclusion

Based on the results of the study, it can be concluded that the application of the scaffolding method in learning commendable morals, especially the attitude of being firm, at MIS Miftahul Huda Kasomalang has a significant positive impact. This method has been proven to improve students' understanding of the material, increase their involvement in the learning process, and help them internalize moral values better.

Some of the main findings in this study include Improved Learning Outcomes: The average student score increased from 70 in the first cycle, to 80 in the second cycle, and reached 85 in the third cycle. This progress shows that the scaffolding method is effective in improving students' understanding of commendable morals. Increasing Student Involvement: Students are more active in discussions, asking questions, and daring to express opinions about moral values. This method provides a more interactive learning experience than the lecture method which was previously more dominant. Confirmation from Teachers and Students: The teacher stated that the gradual

---

approach in scaffolding made it easier for students to understand the concept gradually. Students feel more confident in applying good moral values after receiving guidance in scaffolding-based learning.

Based on these findings, it is recommended that the scaffolding method be applied more widely in moral learning and other subjects that require deep understanding. Teachers are also advised to adjust the level of guidance to the needs of each student so that the results achieved are more optimal. With proper implementation, the scaffolding method can be one of the effective strategies in supporting learning that is not only oriented towards academics, but also on the formation of stronger and more principled student characters.

## References



Anderson, L. W., & Krathwohl, D. R. (2020). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman.

Arends, R. I. (2021). *Learning to Teach*. McGraw-Hill.

Bakhtiar, M. (2022). *Strategi Pembelajaran Karakter dalam Pendidikan Islam*. UIN Press.

Belland, B. R. (2020). *Scaffolding in Learning: Concept, Research, and Implementation*. Springer.

Creswell, J. W., & Creswell, J. D. (2021). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

Doolittle, P. E. (2020). Complex Cognition and Scaffolding Theory: Implications for Education. *Educational Psychology Review*, 32(2), 255-280.

Duffy, G., & Cunningham, D. J. (2020). *Constructivism: Implications for the Design and Delivery of Instruction*. Lawrence Erlbaum Associates.

Gall, M. D., Gall, J. P., & Borg, W. R. (2021). *Educational Research: An Introduction*. Pearson.

Gredler, M. E. (2020). *Learning and Instruction: Theory into Practice*. Prentice Hall.

Hammond, J. (2021). *Scaffolding: Teaching and Learning in Language and Literacy Education*. Heinemann.

Harasim, L. (2022). *Learning Theory and Online Technologies*. Routledge.

Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2020). Scaffolding and Achievement: A Meta-Analysis of Instructional Design and Student Outcomes. *Review of Educational Research*, 90(1), 32-75.

Joyce, B., Weil, M., & Calhoun, E. (2021). *Models of Teaching*. Pearson Education.

---

Killen, R. (2021). *Effective Teaching Strategies: Lessons from Research and Practice*. Cengage Learning.

Lantolf, J. P., & Poehner, M. E. (2020). *Sociocultural Theory and the Pedagogical Imperative in L2 Education*. Routledge.

Lee, V. R., & Recker, M. (2022). *Educational Scaffolding in the Digital Age: Strategies for Teaching and Learning*. Springer.

Lev Vygotsky. (2021). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Lin, X., & Schwartz, D. L. (2020). Scaffolding in Problem-Based Learning: The Role of Expert Guidance and Student Collaboration. *Journal of Educational Psychology*, 112(4), 589-605.

Lunenburg, F. C., & Ornstein, A. C. (2020). *Educational Administration: Concepts and Practices*. Wadsworth.

Marzano, R. J. (2021). *The New Art and Science of Teaching*. ASCD.

Merriam, S. B., & Tisdell, E. J. (2021). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.

Miles, M. B., & Huberman, A. M. (2020). *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE Publications.

Piaget, J. (2021). *The Psychology of Intelligence*. Routledge.

Richards, J. C., & Rodgers, T. S. (2020). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Santrock, J. W. (2021). *Educational Psychology*. McGraw-Hill Education.

Sugiyono. (2021). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D. Alfabeta*.

Slavin, R. E. (2020). *Educational Psychology: Theory and Practice*. Pearson.

Swan, K., & Shea, P. (2021). Scaffolding Learning in Online Environments: A Meta-Analysis of Research Findings. *Online Learning Journal*, 25(2), 45-78.

Woolfolk, A. (2021). *Educational Psychology: Active Learning Edition*. Pearson Education.

Yelland, N. (2022). *Contemporary Perspectives on Early Childhood Education and Technology Integration*. Routledge.