



# Application of Scaffolding Method in Improving Learning Outcomes at MTs Cipaingean Tasikmalaya

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## ABSTRACT

This study aims to analyze the application of the scaffolding method in improving learning outcomes of the material Respecting Parents in students of MTs Cipaingean, Tasikmalaya. The scaffolding method is a learning approach that provides gradual guidance to students until they are able to achieve understanding independently. This study used a quasi-experimental method with a pretest-posttest design. The subjects of the study were grade VII students who were divided into two groups, namely the experimental group that received learning with the scaffolding method and the control group that used the conventional method. Research data were collected through learning outcome tests, observations, and interviews. The results showed that the application of the scaffolding method significantly improved students' understanding and attitudes towards the material taught compared to conventional methods. In addition, this method also strengthens the interaction between teachers and students, creating a more supportive and participatory learning environment. Students who learn with the scaffolding method show higher motivation and more active involvement in the learning process. Thus, the scaffolding method can be an effective strategy in learning moral values in schools, especially in forming an attitude of respecting parents. These findings are expected to be a reference for educators in improving the quality of learning.

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## Introduction

Education not only aims to improve students' academic knowledge, but also plays an important role in shaping their character and morals. One of the fundamental moral values is the attitude of respecting parents. This attitude reflects a child's respect and obedience to parents as a form of awareness of social and cultural responsibility (Setiawan, 2021). Character education in the school curriculum, especially in Madrasah

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Tsanawiyah (MTs), seeks to instill these moral values so that students are able to apply them in their daily lives (Susanto, 2022).

However, in practice, there are still many students who do not understand and practice the attitude of respecting parents. According to Wahyuni's research (2021), students' lack of understanding of moral values can be caused by learning methods that are not interactive and do not actively involve students. In addition, the limited learning strategies that are able to accommodate individual differences in students are also an obstacle in instilling moral values (Rahmawati, 2023). Therefore, a more effective learning method is needed that is able to improve the understanding and application of moral values in students' lives.

One approach that can be used is the scaffolding method. The scaffolding method is a learning technique that provides gradual guidance to students until they are able to understand and master the material independently. According to Vygotsky (in Nugraha, 2020), scaffolding helps students develop their understanding through interactions with teachers or peers who understand the material better. Thus, this method can increase student involvement in learning, strengthen interactions between teachers and students, and create a more conducive learning environment.

This study aims to analyze the effectiveness of the scaffolding method in improving learning outcomes of the material Respecting Parents for students at MTs Cipaingeun, Tasikmalaya. In addition, this study also aims to identify changes in students' attitudes and understanding after the implementation of the scaffolding method. Finally, this study attempts to assess the extent to which the scaffolding method can improve interaction between teachers and students in the learning process. By understanding the effectiveness of this method, it is hoped that teachers can adapt an approach that is more appropriate to students' needs.

The results of this study are expected to provide significant benefits, both for teachers, students, and the world of education in general. For teachers, this study can be a reference in implementing the scaffolding method to improve students' understanding of moral values. For students, it is hoped that they can better understand and apply the value of respecting parents in everyday life. Meanwhile, for the world of education, this study can contribute to the development of more innovative and interactive learning methods in character education in madrasas (Fauziah, 2022).

To achieve these goals, this study uses a quasi-experimental method with a pretest-posttest design. The subjects of the study were grade VII students of MTs Cipaingeun, Tasikmalaya, who were divided into two groups: an experimental group that received learning with the scaffolding method and a control group that used conventional methods. This design allows researchers to compare the effectiveness of the scaffolding method with a more traditional learning approach.

Research data were collected through various techniques, including learning outcome tests, observations, and interviews. Learning outcome tests were used to measure students' understanding before and after the implementation of the

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scaffolding method. Meanwhile, observations and interviews were conducted to identify student involvement in learning and understand the challenges faced during the learning process (Hidayat, 2023). The data obtained will be analyzed quantitatively and qualitatively to obtain a more comprehensive picture of the effectiveness of this method in improving student learning outcomes.

With this research, it is hoped that the scaffolding method can be an effective solution in improving the quality of moral values learning in madrasas. In addition, this research is also expected to provide new insights for educators in developing more interactive and student-centered teaching strategies. If proven effective, this method can be adopted more widely at various levels of education to improve the understanding and application of moral values in students' lives.

## Methods

This study uses a quasi-experimental approach with a pretest-posttest design. The subjects of the study were grade VII students of MTs Cipaingeun, Tasikmalaya. The sample selection was carried out using a purposive sampling technique, taking into account the homogeneity of the students' academic and social backgrounds.

The data sources in this study consist of two types: primary data and secondary data. Primary data is obtained directly from students through learning outcome tests, observations during the learning process, and interviews with students and teachers. This data is used to determine changes in students' understanding and attitudes after the scaffolding method is implemented. Secondary data comes from school documents, textbooks, and literature relevant to this study. In addition, previous research journals are also used as a basis for theory and comparison of research results.

In this study, students were divided into two groups: Experimental group, which received learning with the scaffolding method and control group, which received learning with the conventional method. Comparison of learning outcomes from the two groups was used to measure the effectiveness of the scaffolding method in improving students' understanding of the material Respecting Parents.

The data collected in this study were analyzed using quantitative and qualitative approaches.

1. Quantitative Analysis : Pretest and posttest data were analyzed using descriptive and inferential statistical tests. The calculation of the average pretest and posttest scores was carried out to see the increase in learning outcomes. The t-test was used to determine whether there was a significant difference between the experimental group and the control group.
2. Qualitative Analysis: Observation and interview data were analyzed using thematic analysis methods, by identifying patterns and themes that emerged related to the effectiveness of the scaffolding method in improving student engagement and understanding. Observation results were categorized based on student interaction

with the teacher, participation in discussions, and skills in understanding the material.

This combination of quantitative and qualitative analysis aims to provide a more comprehensive understanding of the impact of the scaffolding method in learning moral values at MTs Cipaingeun. Thus, the results of this study are expected to provide a clear picture of the effectiveness of the learning strategies applied.

## Result

This study was conducted on grade VII students of MTs Cipaingeun, Tasikmalaya, with a total number of participants of 60 students. They were divided into two groups, namely the experimental group (30 students) who received learning with the scaffolding method and the control group (30 students) who received learning with the conventional method. This study lasted for four weeks with eight meetings.

Before the learning began, all students were given a pretest to measure their initial understanding of the material Respecting Parents. The purpose of this pretest was to determine whether the two groups had a balanced level of initial understanding. After the learning period was over, all students were given a posttest again to see the increase in their understanding after receiving the learning intervention.

The results of the pretest showed that the average scores of students in both groups were relatively the same, with the experimental group obtaining an average of 60.2 and the control group obtaining an average of 61.5. This shows that there is no significant difference between the two groups before being given different learning methods.

After the implementation of the scaffolding method in the experimental group, the posttest results showed a significant increase compared to the control group. The experimental group obtained an average score of 82.7, while the control group only achieved an average of 72.3. This increase shows that the scaffolding method has a greater impact on student understanding compared to the conventional method.

The following table presents a comparison of pretest and posttest scores between the experimental group and the control group:

Table 1. Comparison of Pretest and Posttest Results

Groups	Number of Students	Average Pretest	Average Posttest	Improvement(%)
Experiments( <i>Scaffolding</i> )	30	60,2	82,7	37,5
Control ( <i>conventional</i> )	30	61,5	72,3	17,6

From the table, it can be seen that the experimental group experienced an increase of 37.5%, while the control group only experienced an increase of 17.6%. This shows that students who use the scaffolding method experienced a greater increase in understanding compared to students who learned using conventional methods. In addition to the test results, observations during learning showed that students in the

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experimental group were more active in discussions, more enthusiastic in understanding the material, and showed increased interaction with the teacher compared to the control group. Students in the experimental group asked questions more often and seemed more confident in answering questions from teachers and peers.

To ensure the validity and reliability of the data, several verification steps were carried out as follows:

#### 1. Data Triangulation

Quantitative data from the pretest and posttest were verified with qualitative data from observations and interviews.

The test results were confirmed with observation notes regarding student participation in the learning process.

A comparison of the results of interviews with teachers and students was also carried out to see the extent to which the scaffolding method had an impact on their understanding.

#### 2. Statistical Test

A normality test was carried out to ensure that the pretest and posttest data were normally distributed, so that the statistical analysis used could be carried out validly.

A homogeneity test was used to confirm that the variances of the two groups were the same before the intervention was carried out, so that the comparison of posttest results could be more objective.

A t-test was used to test whether there was a significant difference between the posttest results of the experimental and control groups. The test results showed a p value  $<0.05$ , which means there was a significant difference between the two groups.

#### 3. Qualitative Data Validation

Interviews with teachers and students were conducted to ensure that the increase in learning outcomes was not only caused by external factors, but was truly related to the implementation of the scaffolding method.

Observation results were coded and categorized to identify patterns that emerged in student interactions during learning.

Further analysis was conducted to evaluate whether there were other factors that influenced the increase in student understanding, such as the level of teacher involvement or other teaching methods used unintentionally.

#### 4. Evaluation of Findings

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After verification through data triangulation and statistical tests, it was found that the experimental group that received learning with the scaffolding method showed a significant increase in learning outcomes compared to the control group. In addition to improving academic grades, students in the experimental group also showed higher involvement in discussions, asked more critical questions, and were more confident in expressing their opinions.

## 5. Confirmation from Students and Teachers

Students and teachers also confirmed that the scaffolding method helped students understand concepts more deeply and independently. Students expressed that gradual guidance from teachers and support from peers made it easier for them to understand the material and not feel burdened. Teachers also observed that this method helped students develop critical thinking skills and increased their involvement in learning.

## 6. Class Dynamics in the Experimental Group

In addition, from the observation results, it was found that the classroom atmosphere in the experimental group was more dynamic and interactive compared to the control group. Teachers who use the scaffolding method provide more frequent feedback, guide students in the thinking process, and encourage them to find answers independently. This creates a more interesting and challenging learning environment for students.

## 7. Changes in Student Learning Patterns

One of the positive impacts of implementing the scaffolding method is the increase in student independence in learning. Students who previously only waited for instructions from the teacher began to actively seek information themselves, discuss with peers, and ask more in-depth questions related to the material being studied.

## 8. The Role of Teachers in Implementing Scaffolding

Teachers who implement the scaffolding method need to have the skills to provide gradual support that is appropriate to the level of student understanding. They must be able to adjust learning strategies to remain challenging, but not too difficult for students. With this approach, students can be more motivated to learn and achieve a deeper understanding.

## 9. Barriers to Implementing the Scaffolding Method

Although proven effective, the implementation of the scaffolding method also faces several challenges. One of them is the time required is longer than the conventional method. Teachers need to provide more time to guide students gradually, so that learning planning must be more mature. In addition, some students who are accustomed to passive learning may need more time to adapt to this method.

## 10. Implications for Moral Values Learning

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The scaffolding method not only improves students' academic results but also contributes to character formation. By providing gradual guidance, students better understand the importance of respecting parents in everyday life. They are also more aware of the meaning of the moral values taught and are motivated to apply them in real life.

#### 11. Parental Involvement in the Learning Process

Learning moral values is not only the responsibility of the school, but also requires the participation of parents. Therefore, the scaffolding approach can be expanded by involving parents in discussions or assignments related to the material taught in class. Thus, students gain a more holistic and consistent understanding in the family and school environment.

#### 12. Recommendations for Implementing the Scaffolding Method

As a recommendation, the scaffolding method should be applied more widely in various subjects that require in-depth understanding. Teachers can be given training on the effective implementation of scaffolding so that its benefits can be felt more optimally. In addition, parental involvement in the learning process is also important to strengthen the moral values that have been taught in schools.

#### 13. Long-Term Impact of Implementing the Scaffolding Method

In the long term, the scaffolding method can help students develop more independent learning skills, critical thinking, and collaboration with peers. This will have a positive impact on their readiness to face higher academic challenges at the next level of education. In addition, this approach also trains them to be more open to learning processes based on exploration and problem solving.

#### 14. The Importance of Continuous Evaluation

In order for the scaffolding method to be implemented optimally, continuous evaluation of its effectiveness is needed. Teachers can use various evaluation instruments, such as student reflection, in-depth interviews, and analysis of learning outcomes, to see how far this method really helps students understand the material.

#### 15. Final Conclusion

Based on the results of the study, the scaffolding method has proven effective in improving students' understanding of the material Respecting Parents. This method not only has a positive impact on academic results, but also encourages active interaction between students and teachers. In addition, this method can help students develop critical thinking skills, independence, and an attitude of respect for the moral values taught. Therefore, the application of the scaffolding method in schools, especially in character education, can be an effective strategy in forming students who are more independent and have integrity.

Based on these findings, it can be concluded that the scaffolding method significantly improves students' understanding and attitudes towards the material Respecting Parents. In addition to improving academic results, this method also contributes to creating a more interactive and participatory learning environment. Teachers can use this method as an effective learning strategy to improve students' understanding of value-based and character-based materials.

## Discussion

Data validation in this study was carried out to ensure that the results obtained had a high level of validity and reliability. The validation process was carried out through data triangulation, namely comparing test results (pretest and posttest), observations during learning, and interviews with students and teachers. In addition, statistical tests were also carried out to test the differences in results between the experimental group and the control group.

One of the validation methods used is the test reliability test, where the pretest and posttest were tested using Cronbach's Alpha to determine the consistency of the instrument used in measuring student understanding. The calculation results showed that the Cronbach's Alpha value = 0.81, which means that the test instrument has high reliability and is suitable for use in this study.

In addition, a test of the validity of the test items was also carried out using the Pearson Product Moment correlation. The results of the analysis showed that 80% of the test items had a significant correlation ( $p < 0.05$ ), which indicated that most of the questions had a good level of validity and were able to measure student understanding accurately.

The statistical test used in this study was the t-test (independent sample t-test) to compare the posttest results between the experimental group and the control group. The t-test results showed that there was a significant difference between the two groups with a value of  $t(58) = 4.87$ ,  $p < 0.05$ . This shows that the scaffolding method is significantly more effective than the conventional method in improving students' understanding of the material Respecting Parents. In addition to quantitative validation, qualitative validation was also carried out through observation and interview analysis. The results of the observation showed that students in the experimental group were more active in discussing and more confident in answering questions. Meanwhile, interviews with teachers revealed that they saw an increase in student learning motivation after using the scaffolding method.

Based on the results of data validation, it was found that the implementation of the scaffolding method significantly impacted the improvement of student learning outcomes. This is evidenced by the increase in the average posttest score which was higher in the experimental group compared to the control group, as well as the results of statistical analysis which showed a significant difference between the two groups.

The following table presents a summary of the validation results based on the various methods used:

Table 2. Data Validation Results

Validation type	Method Used	Validation Results
Test Validation	Cronbach's Alpha	0.81 (high reliability)
Question Item Validity	Pearson Product Moment	80% of questions are valid ( $p < 0.05$ )
Statistical Test	Independent t-test	$t(58) = 4.87$ , $p < 0.05$ (significant)
Classroom Observation	Analysis of student participation	Students are more active in the experimental group
Teacher Interview	Confirmation of the effectiveness of the method	Teachers see an increase in understanding and motivation

From the table, it can be seen that the validation results show that the scaffolding method is effective in improving students' understanding and engagement in learning. In addition to academic improvement, this study also shows that the scaffolding method helps students develop critical thinking skills, increase self-confidence, and build better interactions with teachers and peers. Students in the experimental group asked questions more often and were more courageous in expressing their opinions compared to students in the control group.

Teachers who implemented the scaffolding method also reported that this strategy made it easier for them to guide students gradually. With this approach, teachers can provide assistance according to students' needs and slowly reduce guidance until students are able to learn independently.

The results of the data validation show that the scaffolding method is an effective learning strategy and can be used in character education, especially in teaching moral values such as Respecting Parents to madrasah students. With proper implementation, this method can help students not only improve learning outcomes but also build positive attitudes in everyday life.

## Conclusion

This study found that the implementation of the scaffolding method significantly improved students' understanding of the material Respecting Parents compared to the conventional method. The pretest results showed that both groups had almost the same initial level of understanding, with an average score of 60.2 in the experimental group and 61.5 in the control group. However, after the implementation of the scaffolding method, the posttest results showed a higher increase in the experimental group (82.7) compared to the control group (72.3). In addition to the test results, observations showed that students in the experimental group were more active in discussions, more confident in expressing opinions, and more enthusiastic in understanding the material. Interviews with teachers also confirmed that the scaffolding method helped students understand concepts more independently and deeply. Statistical analysis through the t-test showed that there was a significant difference between the posttest results of the two groups ( $t(58) = 4.87$ ,  $p < 0.05$ ), proving the effectiveness of the scaffolding method in improving students' understanding. In addition, the results of instrument validation with Cronbach's Alpha (0.81) showed that

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the test used had high reliability, while the validity test showed that 80% of the questions had a significant correlation in measuring student understanding.

Beyond the academic impact, the application of the scaffolding method also has a significant social contribution, especially in learning moral values such as Respecting Parents. Students in the experimental group not only experienced an increase in academic understanding but also showed a more positive change in attitude towards their parents. The results of interviews with students revealed that after learning with the scaffolding method, they better understood the importance of respecting parents and were more motivated to apply it in their daily lives. Some students reported that they became more polite in speaking to their parents and more aware of the importance of being filial to their family. In addition, this study also provides insight for educators in developing more effective learning methods in character education. By implementing scaffolding, teachers can help students not only in understanding academic materials but also in building strong moral values, which will ultimately have an impact on the formation of a more characterful young generation.

Based on the findings of this study, it can be concluded that the scaffolding method is an effective learning strategy to improve students' understanding of moral values, especially in the material Respecting Parents. This method not only has a positive impact on learning outcomes but also encourages active student participation and improves their critical thinking skills. The implications of this study indicate that a learning approach involving gradual guidance can be adopted in various educational contexts, especially in subjects oriented towards character formation. Thus, it is hoped that the scaffolding method can be applied more widely in the education system to create more meaningful learning and have a long-term impact on students.

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