



Implementation of the Scaffolding Method in Improving Islamic Education Learning Outcomes at SD Negeri 0802 Tamiang

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ABSTRACT

This study aims to analyze the implementation of the scaffolding method in improving student learning outcomes on the material of respecting parents at SD Negeri 0802 Tamiang. The scaffolding method is a learning strategy that provides gradual guidance to students until they can understand the material independently. This study uses a classroom action research (CAR) method consisting of two cycles, with the participation of fourth grade students as research subjects. In the first cycle, student learning outcomes showed an average value of 65, which is relatively low. After an intervention was carried out with a more optimal implementation of the scaffolding method in the second cycle, the average value increased to 85. This shows that the scaffolding method contributes significantly to improving students' understanding of the material of respecting parents. In addition to improving academic grades, this method also helps students understand the concept of respecting parents through gradual guidance, group discussions, and concrete examples given by the teacher. Thus, the scaffolding method can be used as an effective learning strategy in improving students' understanding of moral values. Teachers are advised to adopt this method in character learning so that students can more easily internalize and apply the value of respecting parents in everyday life.

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Introduction

Character education is an important aspect in the national education system that aims to shape the personality and morals of students (Rahmawati & Santoso, 2022). One of the character values that is highly emphasized in basic education is respecting parents. However, the reality in the field shows that many students still do not understand and internalize these values in their daily lives. This shows that the learning methods applied are not fully effective in instilling moral values.

A number of studies have shown that the application of learning methods based on gradual support, such as scaffolding, can improve students' understanding of moral values (Handayani & Yusuf, 2021). The scaffolding method allows teachers to provide more intensive guidance at the beginning of learning and gradually reduce this assistance until students are able to understand and apply the material independently.

This method is based on the constructivism theory developed by Vygotsky, where social interaction plays an important role in the student learning process (Fadillah, 2020). With gradual guidance, students can develop a deeper understanding and improve their critical and reflective thinking skills on the material being taught.

In the context of character education, scaffolding can be applied through various strategies, such as providing concrete examples, group discussions, and the use of interactive learning media (Setiawan, 2023). This approach not only improves students' cognitive understanding but also helps them develop social and emotional skills related to moral values.

In this study, the classroom action research (CAR) method was used to evaluate the effectiveness of implementing scaffolding in improving students' understanding of the material on respecting parents. This study was conducted in two cycles with the participation of fourth grade students of SD Negeri 0802 Tamiang (Wijaya & Lestari, 2021). Through this approach, it is hoped that more accurate data can be obtained regarding the impact of scaffolding in learning moral values.

The results of previous studies have shown that the scaffolding method has a positive impact on improving student learning outcomes in various subjects, including character education (Sutanto & Anggraeni, 2022). Therefore, this study is expected to strengthen these findings and provide recommendations for teachers in implementing scaffolding more effectively.

With this research, it is hoped that the scaffolding method can be a solution that can be widely applied in character education in elementary schools. In addition, the results of this study can be a reference for educators in developing more interactive learning strategies that are oriented towards students' needs in understanding and internalizing the value of respecting parents.

Methods

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from fourth grade students of SD Negeri 0802 Tamiang through observations, interviews, and learning outcome tests conducted in two cycles of classroom action research (CAR). In addition, primary data also involved teachers as sources of information regarding the application of the scaffolding method in learning. Secondary data were obtained from various literature, research journals, and learning documents relevant to the topic of this study.

Data analysis in this study was carried out qualitatively and quantitatively. Quantitative data in the form of student learning test results were analyzed by calculating the

average value and percentage of increase in learning outcomes from the first cycle to the second cycle. Qualitative data obtained through observations and interviews were analyzed using thematic analysis techniques, namely by identifying patterns and trends that emerged in the application of the scaffolding method. The results of this analysis were used to evaluate the effectiveness of the scaffolding method in improving students' understanding of the material on respecting parents. With a combination of qualitative and quantitative approaches, it is hoped that this study can provide a more comprehensive picture of the impact of scaffolding in character education in elementary schools.

In addition, the validity of the data in this study was carried out through triangulation of sources and methods. Source triangulation was conducted by comparing data obtained from students, teachers, and learning test results. Meanwhile, method triangulation was conducted by comparing the results of observations, interviews, and learning documentation. Thus, the reliability of the data can be more assured, so that the research results have a high level of trust. In the analysis process, data from observations and interviews were categorized based on the main themes that emerged, such as the effectiveness of gradual guidance, student involvement in group discussions, and student understanding of the value of respecting parents. Furthermore, the results of this analysis were used as a basis for compiling recommendations for teachers in implementing the scaffolding method more effectively in character learning in elementary schools.

Result

The results of the study showed a significant increase in students' understanding of the material on respecting parents after the implementation of the scaffolding method. In the first cycle, the average score of students was 65, which was still relatively low. However, after improvements were made to the strategy by emphasizing more on gradual guidance, group discussions, and providing real examples, the average score of students increased to 85 in the second cycle. In addition, observations showed that student involvement in class discussions increased, with more students actively asking questions and sharing experiences about how they respect their parents at home.

In addition to improving learning outcomes, interviews with students and teachers showed that the scaffolding method helped students understand the concept of respecting parents better. Students felt more confident in expressing their opinions on the topic, and were better able to relate the subject matter to their daily lives. Teachers also reported positive changes in students' attitudes, such as increased awareness of the importance of respecting parents and the application of these values in daily interactions.

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the importance of respecting parents and the application of these values in daily interactions.

To ensure the validity of the findings, the results of the study were verified through data triangulation involving comparisons between learning test results, classroom observations, and interviews with students and teachers. The results of the triangulation showed consistency between quantitative and qualitative data, where the increase in academic scores was in line with increased student participation in learning and changes in attitudes observed by teachers.

In addition, data credibility testing was carried out by asking teachers for their opinions on the effectiveness of the scaffolding method in learning. Teachers stated that this method made it easier for them to convey moral material because students found it easier to understand and relate it to their personal experiences. Thus, the results of this study can be considered valid and can be used as a basis for developing more effective learning strategies in the future.

Discussion

Data validation was conducted through triangulation of sources and methods to ensure the validity of the research results. Data from test results, observations, and interviews were compared to see the suitability of the findings. In addition, discussions were conducted with teachers to evaluate the effectiveness of the scaffolding method in improving students' understanding of the material on respecting parents.

The results of the triangulation showed that data from various sources had high suitability. Classroom observations showed that after the implementation of the scaffolding method, students became more active in discussions and interactions with teachers. In addition, the results of interviews with teachers also showed that students were more motivated to learn and showed better attitudes in respecting parents.

The validation results showed that the scaffolding method not only improved student learning outcomes but also improved their involvement in discussions and the application of moral values in everyday life. Teachers considered that this gradual guidance strategy was more effective than conventional lecture methods because it provided a deeper learning experience for students.

From the results of the observations, it was found that students who were previously less active began to show higher participation in class. They asked questions more often and shared experiences about how to respect parents. This shows that the scaffolding method not only helps students understand the material but also improves their social skills.

In addition, the results of interviews with students showed that they felt more confident in expressing their opinions and were able to relate learning materials to everyday life. They better understand the importance of respecting parents not only as an obligation, but as part of moral values that must be applied every day.

Teachers who participated in this study also confirmed that the scaffolding method helps create a more interactive and enjoyable learning atmosphere. With gradual guidance, students find it easier to understand abstract concepts and develop a deeper understanding of moral values.

The results of this study support previous findings stating that the scaffolding method is effective in improving learning outcomes and student engagement in character-based learning (Rahman & Sari, 2022). Therefore, this method is recommended as a learning strategy that can be adopted by teachers in teaching moral values in elementary schools.

Conclusion

The results of this study indicate that the implementation of the scaffolding method significantly improved students' understanding of the material on respecting parents. This is evidenced by the increase in students' average score from 65 in the first cycle to 85 in the second cycle. In addition, students were also more active in class discussions, showed improved social skills, and were able to connect the concepts learned with their daily lives.

In addition to academic results, the scaffolding method also encourages students to be more reflective in understanding the moral values taught. A more interactive learning process makes it easier for them to internalize the values taught and apply them in their daily lives. Thus, this method not only has an impact on the cognitive aspect but also on the affective aspect of students.

From an academic perspective, the scaffolding method has proven effective in improving student learning outcomes. With gradual guidance, students can understand moral concepts better and be more confident in expressing their opinions. Teachers also gain new insights into more interactive and effective learning strategies in improving students' academic outcomes.

Socially, this study contributes to the formation of students' character from an early age. With a better understanding of the importance of respecting parents, students tend to show more positive behavior in their daily lives. This contributes to the creation of a more harmonious school and family environment and supports the strengthening of moral values in society.

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