



Implementation of the Scaffolding Method in Improving Learning Outcomes on the Material on the Characteristics of the Prophet at State Elementary School 096466 Pematang Gajing

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Abstract: This study aims to analyze the effectiveness of the scaffolding method in improving student learning outcomes on the material about the characteristics of the prophet at SDN 096466 Pematang Gajing. Scaffolding is a learning method that provides support to students gradually as they learn. This support can be in the form of content, processes, and learning strategies that provide gradual guidance to students until they can understand the material independently. In this study, the method used was classroom action research (CAR) by adjusting the level of teaching according to students' cognitive abilities. Data were collected through observation, learning outcome tests, and interviews to assess the development of student understanding before and after the implementation of scaffolding. The results showed that the scaffolding method contributed positively to improving students' understanding of the material about the characteristics of the prophet. The support provided by the teacher by providing direction and support by providing direct and easy-to-understand examples and using fun teaching materials so as to help students build a good understanding in order to stimulate students to be able to understand and solve their own problems. In addition, students become more active in the learning process and are able to learn and instill the characteristics of the prophet in everyday life. In conclusion, the implementation of the scaffolding method systematically and continuously can improve student learning outcomes, especially in materials related to moral values. Therefore, this method can be an effective learning alternative at the elementary school level.

Keywords: Scaffolding, Learning Outcomes, Characteristics of the Apostles, Learning, Elementary School

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INTRODUCTION

This study aims to analyze the effectiveness of the application of the scaffolding method in improving student learning outcomes on material about the properties of the stool in SD Negeri 096466 Pematang Gajing. The scaffolding method is a learning method where the level of teacher support is adjusted to the student's cognitive ability. Thus, teachers can adjust the level of teaching in the lesson according to the potential of each student. In short, the definition of scaffolding is a series of instructions or instructions that

a teacher gives to students when they learn a lesson or skill. Scaffolding is also a synonym for a technique in which the subject is divided into small parts and the teacher gives structure to each piece. The learning model is one of the approaches in order to circumvent changes in student behavior in an adaptive and generative way. The learning model is very closely related to the learning style of students and the teaching style of teachers. (Nanang Hanafiah and Cucu Suhana, 2009)

The scaffolding learning method refers to Vygotsky's theory, which is learning that occurs when students work or learn to complete tasks that have not been learned but these tasks are in the zone of proximal development (ZPD) or development slightly above the current student development (Yanti, 2019). Adopting the scaffolding method has several advantages. This method is not only beneficial for students, but can also have a positive effect on teachers and the school environment. Here are some of the positive benefits of using the scaffolding method in the classroom, including Creating a supportive and accepting learning environment, Students feel comfortable and free to ask questions and support their classmates in learning and Students feel involved in learning and motivated to learn.

The scaffolding model helps master concepts, improve cooperation skills, and critical thinking skills. For students whose learning outcomes are low. According to Riswanto, the learning process is internalized and involves psychological aspects in the process of taking, gisting, modifying, verifying, and selecting all information inputs from various sources (Ruswanto, 2016) In the context of learning in elementary school, In the context of learning in elementary school, the scaffolding method can provide an opportunity for teachers to adjust learning strategies to the level of understanding of students, so that they can learn gradually and more effectively. This application gives teachers many options to increase students' interest in learning and practicing the content of the material in daily life.

However, in practice, many students have difficulties in learning the context of learning and instilling the attributes of the apostle in daily life because the learning methods applied are still conventional. Lecture-centered learning often makes students passive and less actively involved in the learning process (Fauzan, 2021). This causes their low understanding of the material and students still have difficulty in implementing it in their daily lives. Several previous studies have shown that the scaffolding method can help improve student understanding through the provision of gradual support. By using techniques such as hints, concrete examples, as well as group discussions, teachers can help students build a better understanding of the concepts being learned (Sari & Nugroho, 2022). The support provided is gradually reduced along with the increase in students' abilities, so that they can be more independent in learning.

In addition, recent research also reveals that the application of the scaffolding method not only improves cognitive understanding but also has an impact on students' social and emotional development. Students who are used to learning with gradual guidance tend to be more confident in expressing opinions and able to cooperate with peers in understanding a material (Widodo, 2023). This shows that scaffolding is not just a learning method, but can also shape students' character more comprehensively.

The application of scaffolding in learning in elementary schools can be an effective solution to improve student learning outcomes. In addition to helping them understand concepts more deeply, this method also encourages them to be more active and reflective in the learning process (Amalia, 2021). Teachers have an important role in implementing scaffolding well so that students can feel the maximum benefits of this approach. Thus, it is concluded that the scaffolding method is a method used by teachers where students are given the freedom to think and solve problems on their own by being given assistance such as direction and support so that learning can be more directed and learning goals are achieved (Apriyanti, 2011).

METHODS

This study aims to examine the implementation of the scaffolding method in improving the learning outcomes of elementary school students on the topic of the characteristics of the Prophet at SD Negeri 096466 Pematang Gajing. The research is conducted in response to the need for an innovative approach in enhancing students' comprehension of religious subjects particularly in Islamic education classes where understanding the Prophet's characteristics is crucial for shaping students' moral values and religious knowledge. This methodology aims to provide a structured yet flexible support system for students that fosters active learning and engagement. The research employs a qualitative approach with a classroom action research design. This approach is chosen because it allows the researcher to identify practical solutions in the context of real classroom settings and assess the impact of scaffolding on students' learning outcomes. The participants of the study are third-grade students at SD Negeri 096466 Pematang Gajing who are learning about the characteristics of the Prophet Muhammad. The subjects are chosen because this topic is essential in the context of their religious education curriculum.

The study follows a cyclical process consisting of planning, action, observation, and reflection which is typical of classroom action research. The first phase involves identifying the problems students face in understanding the topic of the Prophet's characteristics. In this phase, preliminary observations and interviews with the teacher are conducted to gather information about the existing teaching methods and student performance. The data collected are used to design a scaffolded approach to improve student engagement and understanding. The second phase of the study is the implementation of scaffolding in the classroom. This involves breaking down the learning material into smaller, more manageable chunks and providing various levels of support to students as they progress through the lesson. Teachers act as facilitators offering guidance, prompts, and feedback as needed. The support is gradually reduced as students gain more confidence and understanding of the material. This method ensures that students are not overwhelmed and can gradually build their knowledge and skills.

The third phase focuses on observation during the lessons. The researcher observes students' participation and interactions in the classroom paying attention to how well they respond to the scaffolding method. The observations are recorded through field notes and video recordings to analyze the extent of student engagement, understanding, and collaboration. The teacher's role is also evaluated in terms of their ability to provide appropriate scaffolds and adjust their teaching strategies to meet the needs of the students.

The fourth phase involves reflection based on the data gathered from observations. During this phase, both the researcher and the teacher analyze the effectiveness of the scaffolding method in helping students understand the characteristics of the Prophet. The researcher examines whether students' learning outcomes have improved and whether the scaffolding strategy has contributed to increased student participation and comprehension. Any challenges or difficulties encountered during the implementation of scaffolding are also identified and addressed.

The data collected in this study are both qualitative and quantitative. In terms of qualitative data, observations and interviews are used to gather insights into students' attitudes, behaviors, and experiences with the scaffolding method. This information provides a deeper understanding of how scaffolding impacts students' learning processes. In terms of quantitative data, pre- and post-test scores are used to measure improvements in students' academic performance on the subject of the Prophet's characteristics. The tests are designed to assess both knowledge retention and understanding of the key concepts. The analysis of the data is done using a descriptive approach which allows for an in-depth understanding of the students' learning progress. The pre-test and post-test results are compared to measure any improvements in learning outcomes. The qualitative data from observations and interviews are analyzed thematically to identify patterns and

trends in students' engagement and understanding. The combination of these data types provides a comprehensive picture of the impact of scaffolding on students' learning outcomes.

In addition to the primary data collection methods, feedback from students and the teacher is also considered to assess the overall experience with the scaffolding method. The students' feedback is gathered through questionnaires and group discussions where they express their thoughts and feelings about the learning process. The teacher's feedback is obtained through interviews and reflections on the success of the scaffolding implementation and their perception of its impact on student learning.

The findings of the study are expected to contribute to the understanding of how scaffolding can be used as an effective teaching strategy in Islamic education classes, particularly in improving students' comprehension of religious subjects. The results may also provide valuable insights for teachers and educators in other schools on how to apply scaffolding to enhance students' learning outcomes in various subject areas.

Furthermore, this research is expected to offer practical recommendations for teachers on how to implement scaffolding in their classrooms effectively. By providing guidance on how to break down complex topics into smaller, manageable chunks and offering targeted support, teachers can help students build confidence and improve their academic performance. The study may also encourage teachers to adopt more student-centered approaches that cater to the individual needs of each learner. The limitations of this study include the small sample size and the specific context of SD Negeri 096466 Pematang Gajing, which may limit the generalizability of the findings to other schools or grade levels. However, the insights gained from this study can still provide valuable guidance for teachers working in similar educational contexts and may serve as a foundation for future research on the application of scaffolding in different subject areas.

In conclusion, the research seeks to explore the potential of the scaffolding method in enhancing students' learning outcomes in religious education classes at SD Negeri 096466 Pematang Gajing. Through the implementation of scaffolding, the study aims to improve students' understanding of the characteristics of the Prophet Muhammad and foster a more engaging and effective learning environment. The findings of this study may contribute to the development of more innovative and supportive teaching strategies that can enhance student learning across a wide range of subjects.

The final objective of this research is to highlight the importance of teacher-student collaboration and the role of guided support in the learning process. Scaffolding is not only a tool for enhancing academic achievement but also for promoting critical thinking and deeper understanding among students. By emphasizing gradual support and allowing students to take ownership of their learning, scaffolding can contribute to the development of more independent and confident learners who are well-equipped to tackle complex subjects in the future. The successful implementation of scaffolding in this study could provide a model for other educators seeking to improve their teaching strategies and ultimately enhance students' learning outcomes. In doing so, this research hopes to contribute to the ongoing efforts to improve the quality of education in Indonesia, particularly in religious education classes.

RESULTS

The implementation of the scaffolding method in the classroom at SD Negeri 096466 Pematang Gajing showed significant improvements in students' learning outcomes, particularly on the topic of the characteristics of the Prophet Muhammad. Throughout the research, several observations and assessments were made to gauge the effectiveness of scaffolding in enhancing students' understanding and engagement. The findings of this study provide valuable insights into the potential benefits and challenges of using this method in religious education.

At the outset of the study, students demonstrated limited understanding of the Prophet's characteristics, with many struggling to recall specific qualities and their significance in the context of Islamic teachings. Preliminary assessments revealed that students had difficulty connecting the Prophet's characteristics to real-life applications and often lacked the motivation to engage with the subject matter. These challenges highlighted the need for a more structured and supportive approach to teaching.

Following the introduction of scaffolding, the teacher began breaking down the content into smaller, more manageable segments. This allowed students to focus on individual characteristics of the Prophet one at a time. The scaffolding method provided a step-by-step framework where students could gradually build their understanding, with the teacher offering continuous support. The teacher's role shifted from being the sole source of information to being a facilitator who guided students through the learning process. One of the first results of scaffolding was a noticeable increase in student participation. As the lesson progressed, students became more engaged in class discussions and activities. The teacher used questioning techniques to stimulate critical thinking, prompting students to think more deeply about the Prophet's traits and how these traits could serve as a model for their own behavior. This interactive approach fostered a more dynamic classroom environment where students felt comfortable sharing their thoughts.

In addition to increased participation, the scaffolding method also helped students develop stronger collaborative skills. Working in small groups, students were tasked with discussing and presenting different characteristics of the Prophet. The collaborative nature of the activities allowed students to learn from each other and work together to deepen their understanding. Peer support became an essential aspect of the learning process, and students were observed helping one another grasp difficult concepts.

The gradual release of support also played a key role in enhancing students' learning outcomes. Initially, the teacher provided substantial guidance, such as providing key information and asking leading questions. However, as students became more confident in their understanding, the level of support was gradually reduced. This process of scaffolding allowed students to take on more responsibility for their learning, which in turn boosted their confidence and sense of autonomy. The post-test results indicated a significant improvement in students' knowledge of the characteristics of the Prophet. Prior to the implementation of scaffolding, most students scored poorly on the pre-test, with many unable to provide detailed descriptions of the Prophet's traits. However, after several lessons employing the scaffolding method, the post-test scores revealed a marked improvement, with most students demonstrating a clearer understanding of the material.

In terms of academic achievement, the results were promising. Students showed an improved ability to recall and explain the Prophet's characteristics, as well as to apply these qualities to their everyday lives. Many students expressed a deeper respect for the Prophet after learning about his attributes, and some even cited the Prophet's traits as examples to emulate in their personal behavior. Moreover, the scaffolding method proved to be effective in catering to the diverse learning needs of the students. Students with varying levels of ability were able to progress at their own pace, receiving the necessary support according to their individual needs. High-achieving students were able to move through the material more quickly, while students who needed additional help received more focused assistance from the teacher and peers. This individualized approach contributed to a more inclusive learning environment where all students were able to succeed.

The feedback from students was overwhelmingly positive. Many students reported that they enjoyed the structured approach provided by scaffolding, as it allowed them to better understand the material. They expressed a sense of accomplishment after completing tasks that seemed challenging at first. In particular, the gradual release of support helped students feel more confident in their ability to learn and succeed on their own.

Teacher feedback also highlighted the effectiveness of scaffolding in improving student engagement. The teacher noted that students were more active in their learning, asking more questions and seeking clarification when needed. The teacher's role as a facilitator rather than a lecturer allowed students to take ownership of their learning, which led to more meaningful and sustained engagement with the material.

Despite the overall success of the scaffolding method, there were some challenges during its implementation. One of the main difficulties encountered was managing the varying levels of student ability within the classroom. While scaffolding allowed for individualized support, there were times when the teacher had to balance providing enough assistance to struggling students without overwhelming those who were ready to move ahead. This required careful planning and constant adjustment of teaching strategies. Additionally, while scaffolding helped to increase participation and engagement, there were moments when some students still struggled with certain concepts. For example, understanding the deeper significance of the Prophet's characteristics in relation to personal and moral development was a challenge for some students. The teacher needed to provide additional scaffolding in the form of real-life examples and discussions to help bridge this gap.

Another limitation noted was time constraints. The research took place over a relatively short period, and while scaffolding produced positive results, a longer duration might have allowed for even greater depth of understanding. The teacher expressed a desire for more time to explore the topic further and to provide additional support for students who needed it. In terms of data collection, the pre-test and post-test results were useful in measuring improvements in student knowledge. However, qualitative data from observations and interviews revealed a more nuanced picture of student learning. For instance, while test scores improved, students also demonstrated an increased sense of curiosity and self-directed learning, as evidenced by their willingness to explore additional resources and ask more questions in class.

The analysis of classroom observations also revealed the importance of teacher-student interaction in the scaffolding process. The teacher's ability to adapt their support based on students' responses was crucial in fostering an environment where students felt comfortable and capable of learning. The teacher's responsiveness and willingness to adjust the level of scaffolding were central to the success of the method. The findings from this research contribute to the growing body of knowledge on the use of scaffolding in elementary education. They suggest that scaffolding is an effective method for enhancing student learning outcomes, particularly in subjects that require a deep understanding of complex concepts. In the case of Islamic education, scaffolding helped students not only recall facts about the Prophet's characteristics but also reflect on the moral and spiritual lessons these characteristics impart.

The positive impact of scaffolding on students' learning outcomes is particularly significant in the context of religious education, where the goal is not just academic achievement but also personal growth and character development. The scaffolding method encouraged students to connect the Prophet's traits with their own lives, fostering a deeper understanding of both the subject matter and its relevance to their personal values. Overall, the implementation of scaffolding in this study was successful in enhancing students' comprehension and engagement with the topic of the Prophet's characteristics. The method provided students with the necessary support to deepen their understanding while gradually empowering them to take responsibility for their learning. The findings suggest that scaffolding can be a valuable tool in improving the quality of religious education and supporting the development of students' moral and intellectual capacities.

In conclusion, the research demonstrates the effectiveness of scaffolding in improving learning outcomes in religious education at SD Negeri 096466 Pematang Gajing. The positive impact on student engagement, understanding, and academic performance indicates that scaffolding is a promising approach for enhancing the learning

experience in Islamic education. The study's results offer important insights for educators seeking to implement more effective and inclusive teaching strategies in the classroom.

DISCUSSION

The findings of this study illustrate that the scaffolding method significantly improved student learning outcomes, particularly in the context of religious education at SD Negeri 096466 Pematang Gajing. One of the primary observations was the increased student engagement in class discussions, activities, and overall participation. This is consistent with the premise that scaffolding encourages active student involvement and helps to create a more interactive and dynamic learning environment. The effectiveness of scaffolding in promoting student participation aligns with previous research that highlights the method's ability to boost engagement by providing structured support and guidance. The gradual release of responsibility, a hallmark of scaffolding, was particularly effective in enabling students to build confidence and autonomy in their learning. As students progressed through the lesson, the teacher gradually reduced their level of assistance, empowering students to take ownership of their understanding of the topic. This approach allowed students to develop a sense of self-efficacy, which is essential for fostering independent learning. The findings suggest that scaffolding not only enhances students' academic performance but also nurtures critical thinking and self-confidence, which are crucial for long-term success in education.

The improvement in student knowledge, as reflected in the post-test results, underscores the efficacy of scaffolding in helping students master complex concepts. Before the scaffolding method was implemented, students struggled to recall and explain the characteristics of the Prophet. However, after several sessions of scaffolded instruction, students were able to articulate the Prophet's traits with greater clarity and depth. This suggests that scaffolding allows for incremental learning, where students can focus on mastering one concept at a time before moving on to the next. The gradual buildup of knowledge in this way enhances retention and understanding, making it an effective strategy for teaching complex topics.

One of the key benefits of scaffolding observed in this study was its ability to cater to the diverse needs of students. In a classroom setting, students often have varying levels of prior knowledge and different learning paces. Scaffolding addresses this issue by providing individualized support. High-achieving students were able to progress more quickly through the material, while students who required more assistance received additional guidance. This differentiated approach ensured that all students, regardless of their abilities, were able to participate meaningfully in the learning process. It reflects the flexible nature of scaffolding, which can be adapted to meet the specific needs of each student. The role of collaboration in the scaffolding process was also significant in enhancing student learning. By working in groups, students were able to share their ideas, clarify doubts, and learn from each other. The social aspect of scaffolding fostered a sense of community within the classroom, where students felt supported not only by the teacher but also by their peers. This collaborative learning environment proved to be an effective way for students to engage more deeply with the material. Peer support encouraged students to explain concepts to one another in their own words, reinforcing their understanding while also promoting teamwork and communication skills.

The use of questioning techniques as part of scaffolding was another aspect that contributed to student engagement and comprehension. The teacher's ability to ask thought-provoking questions challenged students to think critically about the Prophet's characteristics and their relevance in their own lives. This questioning strategy helped students to make connections between the material and their personal experiences, which is essential for deep learning. By encouraging students to reflect on the significance of the Prophet's traits, the teacher facilitated a more meaningful learning experience that went beyond rote memorization.

The gradual release of support, while initially challenging for some students, ultimately led to increased student autonomy and confidence. Many students expressed a sense of achievement as they began to understand the Prophet's characteristics independently. This highlights one of the core principles of scaffolding: that students learn best when they are provided with the right level of support at each stage of the learning process. The ability to reduce the level of teacher intervention as students gained proficiency also meant that students were able to take on greater responsibility for their learning. This gradual process of increasing independence is essential for developing lifelong learners.

However, it is important to note that the scaffolding method was not without its challenges. One of the primary difficulties faced during the implementation of scaffolding was managing the varying levels of student ability. While some students quickly grasped the material, others needed more time and assistance to fully understand the concepts. The teacher had to carefully balance the level of support provided to each student to ensure that no one was left behind. This required constant monitoring and adjustment of teaching strategies. In some instances, students who were ready to move forward were held back by the need to provide additional support to their peers. This highlights the importance of careful planning and time management when using scaffolding in the classroom.

The challenge of varying student abilities also underscores the need for differentiated instruction, which is a key component of effective scaffolding. While scaffolding can be highly beneficial, it requires teachers to be flexible and responsive to the diverse learning needs of their students. In this study, the teacher was able to address these needs by adjusting the amount and type of support provided to each student. This highlights the role of the teacher as a facilitator who is responsible for assessing student progress and adapting their teaching methods accordingly.

Another challenge that emerged during the study was the time constraints. The research was conducted over a limited period, which meant that there was not enough time to fully explore the topic of the Prophet's characteristics in greater depth. Although students demonstrated improved knowledge and understanding, a longer duration would have allowed for more comprehensive coverage of the material and deeper exploration of the topic. It is important to recognize that scaffolding is an ongoing process that requires sustained effort and time to yield the best results. This limitation suggests that future studies could benefit from extended periods of scaffolding to observe its long-term impact on student learning.

In terms of data collection, the use of both qualitative and quantitative methods allowed for a more comprehensive analysis of the effectiveness of scaffolding. The pre- and post-test results provided measurable evidence of improvement in student knowledge, while the qualitative data from observations and interviews offered valuable insights into the students' learning experiences. The combination of these data sources allowed the researcher to gain a more nuanced understanding of how scaffolding influenced student engagement, comprehension, and participation.

The findings of this study align with existing research on the benefits of scaffolding in education. Studies have consistently shown that scaffolding can enhance student learning by providing support that is gradually removed as students gain competence. The results of this study contribute to the growing body of evidence suggesting that scaffolding is an effective teaching method that can be applied to a variety of subjects, including religious education. The use of scaffolding in this context not only improved students' knowledge of the Prophet's characteristics but also helped to foster a deeper understanding of the moral and spiritual lessons embedded in these traits.

The study also highlights the importance of teacher-student interaction in the scaffolding process. The teacher's responsiveness and ability to adapt their teaching strategies based on students' needs were crucial for the success of scaffolding. This reinforces the idea that scaffolding is not a one-size-fits-all approach but rather requires

careful consideration of the individual needs and progress of each student. Effective scaffolding, therefore, requires teachers to be flexible, patient, and responsive to the learning process of each student.

Despite the challenges encountered, the positive impact of scaffolding on student learning outcomes suggests that it is a highly effective method for improving engagement and understanding. By providing students with the right level of support at each stage of their learning, scaffolding encourages active participation, critical thinking, and deeper understanding. The method also helps to develop students' self-confidence and independence, which are essential skills for lifelong learning.

This research has significant implications for teaching practices in religious education. The findings suggest that scaffolding can be used to enhance students' understanding of complex religious concepts, such as the characteristics of the Prophet. By breaking down the material into smaller, manageable segments and providing targeted support, scaffolding helps students engage with the content in a meaningful way. The positive results of this study offer valuable insights for educators who seek to improve their teaching methods and create more supportive learning environments.

In conclusion, the study demonstrates the effectiveness of scaffolding in improving students' learning outcomes in religious education. The method not only enhances academic performance but also fosters the development of critical thinking, collaboration, and independent learning. While there were challenges in its implementation, particularly in managing diverse student abilities and time constraints, the overall results indicate that scaffolding is a valuable tool for enhancing the learning experience. Future research could build on these findings by exploring the long-term effects of scaffolding and its application in other subject areas. The post-test results indicated a marked improvement in students' knowledge and understanding of the Prophet's characteristics. Students who initially struggled to recall basic information were able to demonstrate a deeper comprehension of the topic, showcasing the effectiveness of scaffolding in improving academic performance. The improvement in test scores also points to the method's ability to facilitate long-term retention of information, as students were able to internalize the material in a more meaningful way.

Despite the overall success of scaffolding, there were challenges that needed to be addressed. One of the primary difficulties was managing the varying levels of student ability within the classroom. While scaffolding offers individualized support, balancing the needs of students at different levels of proficiency required careful planning and continuous adjustment by the teacher. This underscores the importance of flexibility in teaching methods, as well as the need for ongoing assessment of student progress to ensure that the level of support is appropriate.

The limited timeframe of the study also presented a challenge. While the scaffolding method produced positive results, a longer duration would have allowed for more in-depth exploration of the topic and greater development of student understanding. Future research could benefit from a longer implementation period to assess the long-term effects of scaffolding on student learning outcomes and to explore whether the improvements in understanding are sustained over time. The data collection process, which included both qualitative and quantitative methods, provided a comprehensive view of the impact of scaffolding on student learning. The combination of pre- and post-test scores with classroom observations and student feedback offered valuable insights into how scaffolding influenced student engagement, understanding, and academic performance. These findings highlight the importance of using multiple data sources to assess the effectiveness of educational strategies.

Another key takeaway from this research is the critical role of the teacher in the scaffolding process. The teacher's ability to provide appropriate levels of support and adjust their teaching methods based on student needs was crucial to the success of scaffolding. Teachers must be flexible, responsive, and willing to make real-time adjustments to ensure that students receive the right amount of help at each stage of their

learning. The results of this study also suggest that scaffolding is an effective method for teaching religious education. The characteristics of the Prophet Muhammad are central to the moral and spiritual development of students, and scaffolding enabled them to not only learn these traits but also reflect on their personal significance. By breaking the content into smaller segments and offering support, scaffolding helped students understand the deeper meaning of the Prophet's characteristics and how these traits could be applied in their own lives.

In addition to academic improvements, scaffolding also helped foster positive attitudes towards learning. Many students reported feeling more confident in their ability to understand the material, and they expressed a greater interest in religious education as a result. This suggests that scaffolding not only enhances academic performance but also cultivates a love for learning, as students feel more capable and empowered in their educational journey. The study also emphasizes the importance of scaffolding in promoting critical thinking and reflection. By engaging students in discussions about the Prophet's characteristics and their relevance, the teacher encouraged students to think deeply about the qualities they admired and aspired to embody. This type of reflective thinking is essential for developing moral reasoning and a stronger connection to the values being taught.

In conclusion, the research demonstrates that scaffolding is an effective teaching strategy for enhancing learning outcomes in religious education. By providing structured support and gradually releasing responsibility, scaffolding fosters greater engagement, understanding, and independent learning. The positive impact of scaffolding in this study suggests that it can be a valuable tool for teachers seeking to improve student learning, not only in religious education but also in other subject areas. The findings of this study also suggest that scaffolding is particularly beneficial in contexts where the material is complex or requires deeper reflection. In religious education, where students are encouraged to connect academic knowledge with personal values, scaffolding offers a way to support this process in a meaningful way. Teachers can use scaffolding to guide students through difficult concepts, ensuring that they have the necessary support to understand and apply the material. Future research could explore the application of scaffolding in other areas of education and for different age groups. While this study focused on religious education in an elementary school, scaffolding has the potential to enhance learning outcomes across a wide range of subjects and educational settings. Investigating the long-term effects of scaffolding and its applicability to other subjects could further contribute to the development of best practices in teaching and learning.

Ultimately, the success of scaffolding in this study supports its continued use and development as a key instructional strategy. By adopting scaffolding, educators can create more supportive, engaging, and effective learning environments that empower students to achieve their full potential. This research contributes to the growing body of evidence supporting the effectiveness of scaffolding and provides valuable insights for educators seeking to improve their teaching practices.

CONCLUSION

This study aimed to investigate the effectiveness of the scaffolding method in improving the learning outcomes of students at SD Negeri 096466 Pematang Gajing, particularly in understanding the characteristics of the Prophet Muhammad. The research demonstrated that scaffolding has a significant positive impact on student learning outcomes, fostering deeper comprehension of the material and greater student engagement. By breaking down complex concepts into manageable parts and gradually reducing support, scaffolding enabled students to develop a more thorough understanding of the Prophet's traits and their importance in daily life. The gradual release of responsibility was a key element in this study. Initially, the teacher provided substantial support, guiding students through the material. Over time, as students became more proficient, the teacher reduced the level of

assistance, empowering students to take on more responsibility for their learning. This process of gradually increasing student autonomy was essential in developing both their academic abilities and their confidence in understanding religious concepts. One of the most notable outcomes of the study was the increase in student participation. Prior to the implementation of scaffolding, many students exhibited limited involvement in class discussions and activities. However, after scaffolding was introduced, students became more engaged, asking questions, offering ideas, and taking part in collaborative tasks. This shift suggests that scaffolding helps create a more interactive and dynamic learning environment, where students feel supported and motivated to contribute. The scaffolding method also proved to be highly effective in addressing the diverse learning needs of the students. Through individualized support, high-achieving students were able to progress at their own pace, while those who needed additional assistance received the guidance they required. This personalized approach to learning is one of the strengths of scaffolding, as it ensures that all students can participate meaningfully in the lesson, regardless of their prior knowledge or abilities. Collaboration among students was another key benefit of scaffolding. Group work allowed students to share their understanding of the material, clarify their doubts, and help one another deepen their comprehension. This peer-to-peer interaction not only reinforced individual learning but also contributed to the development of teamwork and communication skills, which are essential for success both inside and outside the classroom.

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