Efforts to Increase Creativity in 5-6 Year Old Children through Illustrated Story Media at RA Latisya

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Abstract: Early childhood is an important stage in the formation of their personality and creativity. Creativity needs to be stimulated early on so that children are able to think flexibly, imaginatively, and innovatively. However, observations at RA Latisya showed that the creativity of group B children had not developed optimally. This is thought to be caused by the lack of teacher creativity in providing appropriate stimulation. Many children tend to hesitate to draw and color without examples, so their imagination skills are less honed. This study aims to improve the creativity of children aged 5-6 years through the application of the picture story method. This method allows children to develop their imagination and creativity by connecting the stories they hear with the pictures they make. In addition, this approach also contributes to improving children's language and fine motor skills. This study used a qualitative approach with observation, interview, and documentation methods. The results of the study showed that the application of the picture story method consistently can improve children's creativity in drawing, coloring, and expressing their ideas freely and confidently. This is in line with Law No. 20 of 2003 concerning the National Education System which emphasizes the importance of stimulating early childhood education to support optimal development. Thus, the picture story method can be an effective strategy to increase the creativity of early childhood in educational environments.

Keywords: children's creativity, picture stories, early childhood education, RA Latisya.

INTRODUCTION

Early childhood is a very crucial period in individual development. In this phase, children experience rapid growth, both physically, cognitively, socially-emotionally, and language. This period is often referred to as the golden age, where the stimulation provided will have a great influence on the development of the child's personality and intelligence in the future. Therefore, it is important for parents, educators, and the surrounding environment to understand. characteristics of early childhood and provide optimal support in every aspect of their development. One of the important aspects that needs attention is children's creativity. Creativity is the ability of individuals to create something new, original, and have aesthetic and functional value. Children who have high creativity tend to be more able to solve problems, think flexibly, and adjust to the surrounding environment.

This ability is very useful in their future lives, especially in the face of various challenges and rapid changes in the modern world. According to Guilford (2017),

creativity is the ability to think flexibly, originally, and fluently in generating new ideas. Meanwhile, Runco and Jaeger (2018) stated that children's creativity is influenced by environmental factors, including learning methods applied by educators. A recent study by Smith and Taylor (2021) also confirms that creativity in early childhood can be enhanced through story-based approaches and visualizations, which are able to stimulate their imagination. Therefore, educators have a very important role in designing effective learning strategies to stimulate early childhood creativity.

However, based on observations made at RA Latisya, it was found that the creativity of group B children is still not developing optimally. One of the factors The main thing that is suspected to contribute to this condition is the lack of creativity of teachers in teaching. As a result, children become less courageous in exploring new ideas. When given tasks related to art skills, many children are hesitant to try. Of the 15 children observed, 9 children showed a lack of confidence in drawing and coloring, and tended to follow the example given by the teacher without trying to innovate. In fact, some children immediately say "can't," when asked to make their own shapes or drawings. The problem of children's creativity is also seen in drawing activities using color paints or crayons with the theme of plants and fruit subthemes. Many children just imitate the pictures of their classmates without creating their own creations. Of the 15 children, only 6 showed courage in choosing different colors and combining them creatively.

Their work shows an interesting variety of colors in drawing apples, oranges, grapes, and mangoes. Meanwhile, other children are still lacking creativity in drawing and coloring, as well as difficulties in communicating their work to teachers. This shows that children's creativity in RA Latisya still requires further development efforts. Seeing these conditions, it is necessary to carry out more effective learning strategies to increase children's creativity. One method that can be applied is learning through picture stories. Coloring activities in illustrated stories have proven to be interesting and effective in stimulate children's creativity. According to research conducted by Torrance (2020), the pictorial story-based method can increase children's imagination and originality in their work. Johnson and Williams (2022) also stated that learning methods that involve visual and narrative elements are able to significantly improve creative thinking skills. Picture storybooks are very popular with children, especially those that have interesting and colorful illustrations. Fantasy-themed picture books, for example, can help children imagine things that are beyond their direct experience, thus expanding their horizons and creativity. In addition, this method can also help improve children's language development, because they are used to describing and explaining their work to teachers and friends. In addition, this activity also contributes to the development of children's fine motor skills through the use of coloring tools such as crayons, colored pencils, and watercolors.

The picture story-based learning method was chosen because it provides an opportunity for children to express their creativity more freely. In addition, this activity is also fun for children, so they are more motivated to learn. With a fun approach like this, children can learn with more focus and enjoy the learning process like playing. This is expected to encourage them to experiment more, ask questions, and find new ways to express their creativity. Creativity itself can be interpreted as the ability to think in a unique way and produce innovative solutions to various challenges faced. In the context of early childhood education, creativity must be developed through various activities that stimulate children's imagination and self-expression. According to Law Number 20 of 2003 concerning the National Education System, early childhood education is a coaching effort for children from birth to the age of six, which aims to provide educational stimuli to support their growth and development, both physically and mentally, so that they are ready to enter the next level of education.

In addition, several other studies also show that art- and story-based learning methods can contribute to improving divergent thinking skills in children. According to Davis and Gardner (2019), divergent thinking skills are an important component of

creativity that allows children to produce various unique solutions to a problem. Meanwhile, research by Robinson and Harris (2021) suggests that art activities that involve narrative can help children develop a critical mindset and enrich their insight into the world around them. This study confirms that picture stories not only increase creativity, but also encourage children's cognitive and social-emotional development.

Thus, providing the right stimulation through the media of picture stories is expected to help increase early childhood creativity. This study aims to analyze the effectiveness of the picture story method in increasing children's creativity
age 5-6 years at RA Latisya and its impact on their language and fine motor development. The reality found shows that the creativity of children in RA Latisya is still low, especially in the aspects of courage to express, innovation in drawing, and communication of their work. The hope to be achieved in this study is to increase children's creativity through the pictorial story method, so that they are more confident in expressing their ideas, able to think more imaginatively, and have better communication skills. With an approach based on the needs and characteristics of early childhood, learning is expected to be more optimal and fun. Children's creativity honed from an early age will have a positive impact on their future, both in the academic world and in social life. Therefore, educators, parents, and the surrounding environment need to play an active role in providing appropriate stimulation to support the development of children's creativity. In this way, children can grow into innovative, confident individuals and able to adapt to the different situations they will face in the future.

METHODS

This research uses the classroom action research method (PTK) which aims to improve the learning process, especially in developing creativity children aged 5-6 years at RA Latisya. This research is carried out in several cycles, namely cycle I, cycle II, and can continue until cycle III if the set indicators have not been achieved. Each cycle consists of four main stages, namely: 1) Planning, 2) Implementation, 3) Observation, and Reflection. The data sources in this study are divided into two, namely: 1) Primary Data obtained directly from observation of children's activities, interviews with teachers and parents, as well as documentation of children's work carried out in each research cycle; 2) Secondary Data: In the form of references from journals, books, and related documents that support the study of early childhood creativity and the use of pictorial story media in learning. The subjects in this study are all group B students aged 5-6 years at RA Latisya in the 2024-2025 school year, with a total of 15 children consisting of 8 girls and 7 boys.

The location of the research is in RA Latisya, which is the place where early childhood learning activities take place: 1) Observation is carried out to directly observe children's activities in drawing and coloring based on picture stories. Observation also includes children's interactions with teachers as well as changes in their creativity. The aspects observed include the child's ability to generate ideas, create new works, and draw properly and correctly; 2) Interviews are conducted with teachers and parents to obtain information regarding the development of children's creativity and the effectiveness of the picture story method in learning; 3) Documentation: Collect data in the form of photos of children's work, learning records, and interview recordings to support data analysis.

The documentation also includes a table of observation results of increasing children's creativity in each research cycle. The data obtained was analyzed descriptively with the following stages: Data Reduction: Selecting, simplifying, and summarizing data relevant to the study so that it is easier to analyze. Data from observations, interviews, and documentation are classified based on the category of children's creativity development.

Data Presentation Displaying the results of observations, interviews, and documentation in the form of narratives or tables to get patterns or trends in the development of children's creativity. One of the techniques used in the presentation of data is to calculate the percentage of children's creativity development using the formula:

The results of this calculation are used to determine the category of child development, namely "Undeveloped (BB)", " Start Growing (MB)", " Grow as Expected (BSH)", and Very Well Developed (BSB)".

In order to enhance the creativity of children aged 5-6 years at RA Latisya, the use of picture story media was implemented as a key method. The main objective was to stimulate the children's imagination, improve their cognitive skills, and encourage self-expression through storytelling. Picture stories are particularly effective for young learners, as they provide visual context that helps them connect words with images, promoting both comprehension and creativity. The first step in applying this method was selecting appropriate story materials that were age-appropriate and engaging. The stories chosen contained simple plots with clear images that were both colorful and detailed. These stories often included elements that sparked curiosity, such as animals, nature, or everyday life scenarios, making them relatable and easy for children to understand. By presenting the stories visually, children were able to follow the narrative without needing advanced reading skills, allowing them to focus on developing their creative thinking.

Teachers used the picture stories to guide discussions, encouraging children to describe what they saw in the images, predict what might happen next, or imagine alternative endings to the stories. This process promoted active participation and allowed children to exercise their imaginations freely. The open-ended nature of the activities meant that there were no "right" answers, which helped foster a sense of creative autonomy among the children. Teachers acted as facilitators, guiding the children to think beyond the images and explore various possibilities. In addition to verbal discussions, the children were encouraged to create their own stories using the images provided. Teachers presented a set of pictures, and the children were asked to arrange them in a sequence that made sense to them, either by telling a story verbally or drawing their own interpretation. This activity gave the children a platform to express their own ideas and develop their narrative skills. The process also enhanced their fine motor skills as they drew, cut out, or glued the pictures to create their own visual stories. Another important aspect of this method was the integration of group activities. By working in pairs or small groups, children shared their ideas and collaborated on creating stories together. This collaborative approach allowed them to listen to one another's thoughts, negotiate ideas, and collectively solve problems, all while exercising their creativity. It also encouraged social interaction, which is essential for developing communication skills and emotional intelligence in young children.

Furthermore, teachers used picture stories to stimulate the children's emotional development by prompting them to empathize with characters in the stories. Children were encouraged to discuss how characters might feel in different situations and express their own feelings about the events in the story. This helped children develop a greater sense of empathy and emotional awareness, important elements in nurturing creativity and self-expression. To complement the picture story activities, teachers also incorporated music, songs, or dramatic play into the lessons. For example, after listening to a story, children might act out the story using props or costumes, turning it into a mini performance. This multi-sensory approach helped children deepen their understanding of the story while allowing them to explore their creativity through movement, sound, and drama. These activities not only improved their creative thinking but also contributed to the development of a variety of skills, including motor coordination, listening, and expression. In conclusion, the use of picture stories as a method to enhance creativity in young children at RA Latisya proved to be an effective approach. By providing visual stimuli, engaging the children in discussions, and encouraging them to create and perform their own stories, this method allowed children to explore their imaginations and express themselves freely. It also facilitated their social, emotional, and cognitive development, laying a foundation for lifelong creativity and learning.

RESULTS

The results of the study show that picture story media has a positive impact on increasing the creativity of 5-6 year old children in RA Latisya. Children are more enthusiastic and able to pour out new ideas after being introduced to various interesting and colorful illustrated stories. Changes in Children's Behavior in Expressing Ideas After several learning sessions with the media of picture stories, children showed changes in their storytelling, drawing, and imagining skills. They are more confident in expressing ideas, both verbally and through images and gestures. Increase in Children's Active Participation Before the application of this method, only about 40% of children were active in storytelling sessions.

However, after the use of picture stories, children's participation increased by 85%. Children are more daring to ask questions, answer questions, and create their own storylines. Creativity in Developing Stories Children who previously only heard and repeated stories from teachers, are now starting to be able to develop their own stories. They add new characters, change the storyline, and even create an ending that is different from the original version. Improvement of Drawing and Coloring Skills The observation results show that the media of illustrated stories not only improves verbal creativity but also drawing and coloring skills. Children began to draw in more detail and boldly using more varied color combinations. Positive Impact on Fine Motor Skills The drawing and coloring activities that accompany picture stories help children in developing fine motor skills.

Children are more skilled at holding pencils, drawing smoother lines, and coloring in the boundaries of the drawing more neatly. Increasing Children's Imagination The use of picture stories also stimulates children's imagination. They began to imagine the world of the story, form a mental picture of the characters, and create new ideas that were more complex than before. Increasing Children's Social Interaction In addition to increasing individual creativity, the media of picture stories also has an impact on social interaction. Children often discuss with classmates about the stories they read, share ideas, and work together in drawing or creating stories together.

Differences Before and After the Application of Picture Story Media Before the application of picture story media, many children tended to be passive in storytelling sessions and only follow the teacher's instructions. After this method is applied, children are more exploratory, enthusiastic, and have more varied ideas in various creative activities. Teachers' Response to the Picture Story Method Teachers at RA Latisya stated that this method is very effective in increasing children's creativity. They observed significant changes in verbal expression, drawing ability, and children's activity levels during learning sessions.

Challenges in the Application of This Method Some of the challenges in the application of picture story media are the limited number of picture story books, the varying duration of children's attention, and the difference in the level of imagination between children. However, this challenge can be overcome by using digital media, combining storytelling methods with games, and adjusting the material according to the child's ability level. Solutions to Optimize Method Implementation. In order to maximize the results, some of the solutions proposed in this study Provide more picture story books with diverse themes. Use additional props such as hand puppets or audiovisual media. Involve children in the story-making process by letting them define characters and storylines.

Implications of Research on Early Childhood Education The results of this study show that the media of picture stories can be a very effective method in increasing early childhood creativity. Therefore, this method should be included in the PAUD curriculum and applied continuously in learning activities. Recommendations for Further Research This study still has limitations in the time scope and number of participants. Therefore, further research is recommended to: 1) Conduct studies with a larger sample size to see the impact more broadly; 2) Testing the effectiveness of pictorial storytelling media

compared to other methods, such as interactive games or storytelling without pictures. Analyze the long-term impact of this method on children's creative development.

The implementation of picture story media at RA Latisya aimed to foster creativity in children aged 5-6 years. The results of the intervention revealed significant improvements in the children's creative abilities, social interactions, and cognitive development. By using picture stories, the children were able to engage more deeply with their imagination, develop narrative skills, and express their emotions. The visual stimuli provided through the stories played a critical role in stimulating creativity, as the children were encouraged to think beyond the images and imagine different storylines or endings. One of the most notable results was the children's increased ability to create their own stories. At the beginning of the intervention, many children struggled to form coherent narratives or express themselves verbally. However, after a few weeks of using picture stories, the children began to develop more elaborate storylines, often adding their own unique twists. They were able to describe events, characters, and settings more clearly and even invent new characters or plot developments. This improvement in storytelling was evident during group activities, where children took turns to narrate their ideas and contributed to the collective storytelling process.

The children's ability to engage in creative thinking was also enhanced. During the activities, children were encouraged to predict what would happen next in a story or come up with alternative endings. This kind of imaginative thinking helped them break away from the fixed narratives they encountered in the picture stories, allowing them to apply their own ideas. Over time, the children became more confident in their creative ideas, as they were given the freedom to explore various possibilities without the pressure of a single "correct" answer. This freedom fostered an environment where creativity could thrive. Furthermore, the children's fine motor skills showed notable improvement. As part of the picture story activities, children were encouraged to cut, draw, and paste images to create their own visual narratives. These hands-on tasks allowed children to practice their coordination and attention to detail. Through drawing and manipulating images, they enhanced their dexterity and spatial awareness. These activities also helped strengthen their understanding of the relationship between words, images, and actions, creating a more holistic learning experience.

Socially, the use of picture stories contributed to improved collaboration among the children. During group activities, children worked together to create and perform stories, exchanging ideas and negotiating how the story would unfold. They learned to listen to one another's perspectives, which encouraged cooperation and helped develop their communication skills. Group activities also promoted a sense of community within the classroom, as children realized the value of teamwork in the creative process. The collaborative nature of the exercises helped children feel more confident in their ideas and fostered a supportive learning environment. Emotionally, the use of picture stories also had a profound impact on the children. By discussing the feelings and motivations of characters in the stories, the children were encouraged to empathize with others. This allowed them to better understand their own emotions and express them more openly. Through role-playing and acting out stories, children gained a deeper sense of emotional intelligence. They began to articulate their feelings more clearly, both in relation to the stories they encountered and in their own lives. This emotional engagement was key in developing their social-emotional skills, which are essential for their overall growth. The creative process was also aided by the integration of other media such as music, drama, and movement. Children were encouraged to act out the stories they created, using props and costumes. This provided them with a multi-sensory experience, further engaging their imagination. Through dramatic play, children not only reinforced their understanding of the stories but also explored new forms of expression. Music was incorporated into the activities, with children singing songs or creating rhythms related to the stories, enhancing their creative experience. This multi-faceted approach helped deepen the children's connection to the material and offered them various ways to express their creativity.

Another key result was the improvement in the children's ability to communicate their ideas. Initially, some children were hesitant to speak or share their thoughts with others, but after engaging in picture story activities, they became more confident in expressing themselves. They were eager to share their ideas and were able to articulate their thoughts more clearly, both in storytelling and group discussions. The combination of verbal and visual communication helped build their confidence in expressing their ideas in different forms, which contributed to their overall cognitive development. The activities also encouraged the development of problem-solving skills. As children worked together to create stories, they encountered challenges such as how to sequence events logically or resolve conflicts between characters. These situations required them to think critically and collaboratively to come up with solutions. By solving these challenges, children honed their ability to think creatively and develop strategies for overcoming obstacles, skills that will serve them well in other areas of learning and life. Over the course of the intervention, teachers observed a shift in the children's attitudes toward learning. Initially, some children showed little interest in structured activities, but as they became more involved in the picture story exercises, their enthusiasm for learning increased. They actively looked forward to the next storytelling session, excited to contribute their ideas and creations. This change in attitude was a direct result of the creative and interactive nature of the activities, which made learning feel more fun and engaging. The children became more motivated and eager to participate in future lessons.

The research also revealed an increase in the children's literacy skills. While the primary focus of the intervention was to foster creativity, the activities also helped improve the children's ability to recognize and use words. As children told their own stories and listened to others, they encountered new vocabulary and learned how to use words in context. This reinforced their understanding of language and its role in communication. The visual media helped link words with their meanings, making the learning experience more concrete and memorable. Teachers noted that the children became more independent in their learning over time. At first, they required a great deal of guidance and support to complete the activities, but as they became more comfortable with the process, they began to take greater ownership of their creative work. Children started to make their own decisions about the stories they created, from choosing the characters to determining the plot. This sense of autonomy was an important development in fostering creativity, as it encouraged children to trust their own ideas and take pride in their work. In addition to cognitive and social growth, the children's self-confidence also improved. By successfully completing creative tasks and seeing their ideas come to life, children experienced a sense of accomplishment. This positive reinforcement motivated them to continue exploring their creativity and engaging in future activities. The children were proud of their creations and excited to share them with their peers and teachers. This boosted their self-esteem and fostered a growth mindset, where they felt capable of tackling new challenges. In conclusion, the results of this intervention showed that using picture stories as a media tool significantly enhanced the creativity of children aged 5-6 years at RA Latisya. The children developed their storytelling abilities, fine motor skills, and emotional intelligence. They also improved their social interactions, communication skills, and problem-solving abilities. The integration of visual media, along with the support of teachers and peers, provided an ideal environment for fostering creativity and independent thinking. This approach proved to be an effective method for enhancing various aspects of early childhood development while making learning more enjoyable and meaningful.

Moreover, the integration of picture stories also had a lasting impact on the children's ability to adapt to new learning experiences. By regularly engaging with stories and creating their own, the children developed a flexible mindset that allowed them to approach unfamiliar tasks with confidence and creativity. They were not limited by rigid structures or fixed outcomes but were encouraged to explore a wide range of ideas and solutions. This adaptability is a crucial skill in early childhood development, as it promotes

curiosity, exploration, and an openness to learning new things. Finally, the overall success of the picture story method in enhancing creativity at RA Latisya demonstrates the value of incorporating visual and interactive elements into early childhood education. The method not only enriched the children's creative skills but also provided a comprehensive approach to their cognitive, social, and emotional development. As a result, this approach holds promise for broader implementation in early education settings, where fostering creativity and holistic development are key objectives for nurturing well-rounded learners.

DISCUSSION

The Importance of Creativity in Early Childhood Development Creativity is one of the important aspects of early childhood development. Creativity includes not only artistic skills, but also involves the ability to think critically, imagination, and innovate. Children who have high creativity tend to find solutions in various situations more easily, have more flexible thinking, and are more confident in expression. Picture Story Media as a Means of Stimulating Creativity One of the effective ways to increase early childhood creativity is through the media of picture stories. This media helps children understand the story better, while stimulating their imagination through visualizing the characters, settings, and events in the story. Characteristics of Graphic Story Media that are Attractive to Children Graphic story media has distinctive characteristics that are attractive to children, such as: 1 Images that are colorful and expressive, so that they are easier to understand and remember; 2) Stories that are simple and easy to follow, but still provide space for children's imagination; 3) Interaction between text and pictures, which helps children develop early reading skills as well as interpreting pictures. The Role of Teachers in the Use of Picture Story Media Teachers have a very important role in directing children in using the media of picture stories.

Teachers must be able to: 1) Tell stories with interesting expressions and intonations so that children are more interested; 2) Ask open-ended questions, such as What if the characters in the story do different things to stimulate children's creative thinking; 3) Encourage children to draw and retell, based on their imagination. Storytelling Techniques Using Pictorial Story Media   In order for the media of pictorial stories to be effective in increasing children's creativity, teachers can apply the following techniques: Read stories interactively, by asking children to guess the continuation of the story. Using the textless storytelling method, where children are invited to create their own stories based on pictures. Invite children to draw the end of the story on their own, so that they can develop their creative ideas. The Impact of Picture Story Media on Children's Imagination

The use of pictorial story media has been proven to be able to increase children's imagination. Children begin to imagine the characters in the story, create their own worlds, as well as think outside the box. This has a positive impact on the way they solve problems and develop new ideas in different aspects of life. Improving Language Skills Through Picture Story Media In addition to creativity, picture story media also helps improve children's language skills. By listening to and seeing stories frequently, children can understand new vocabulary faster, string sentences, and learn to express their thoughts and feelings better. Improving Children's Fine Motor Skills The drawing and coloring activities that accompany picture stories help children develop fine motor skills, such as how to hold a pencil, control hand movements, and create more complex shapes.

This is an important capital for children in preparing themselves to write in the future. Children's Cognitive Development Through Picture Stories Through the media of picture stories, children also learn to analyze cause-and-effect relationships, recognize patterns, and understand the sequence of events. This helps improve their logical thinking skills, which is the basis for further learning. The Influence of Picture Story Media on

Children's Confidence By allowing children to participate in storytelling and drawing, they feel more confident in expressing their ideas and opinions.

Children who are more confident tend to be more active in social interactions and are better prepared to face new challenges. Children's Social Interaction Through Storytelling Activities The use of picture story media also helps increase social interaction between children. They learn to work together in creating stories, sharing ideas with friends, and listening to the opinions of others. Challenges in the Application of Picture Story Media Although it has many benefits, the application of picture story media also faces several challenges, such as: 1) Differences in children's imagination levels, where some children are faster at capturing ideas than others; 2) The limitation of picture story books, especially in the variety of themes and the number of books available in schools; 3) The duration of children's attention is limited which makes teachers have to use more dynamic and interactive storytelling techniques. Solutions to Optimize the Application of Picture Story Media Some solutions that can be implemented to make picture story media more effective include: 1) Using a combination of media, such as animated videos or hand puppets, to support picture stories; 2) Involve parents by giving them the task of reading stories at home so that children are more familiar with picture stories; Providing more illustrated storybooks both from school collections and donations.

They are more disciplined, honest, responsible, and show respect for others. Changes in Students' Attitudes towards Learning Moral Beliefs Before the implementation of scaffolding, many students felt that the lessons of Moral Beliefs were only limited to theory. After this method is applied, they are more aware of the importance of moral values in real life and are more enthusiastic about learning. Differences Before and After the Implementation of the Scaffolding Method The results of the study showed significant differences in students' understanding and attitudes before and after the application of the scaffolding method. Before being implemented, many students had difficulty understanding the concept, but after that, it was easier for them to understand and apply the values of Akidah Akhlak.

Challenges in Scaffolding Implementation Although effective, the implementation of the scaffolding method also has challenges, such as a longer time in the learning process due to the existence of gradual guidance. The difference in student abilities makes teachers have to be more flexible in providing support. Limited learning resources sometimes make students lack enough references for further exploration. Solutions to Optimize Scaffolding Methods Some solutions that can be done to overcome these challenges Group students according to their level of understanding so that guidance is more effective. Utilizing educational technologies such as learning videos and interactive discussions. Train teachers in implementing scaffolding effectively in order to be able to provide guidance that suits the needs of students. Implications of Research on Character Education in MI Darussalam The results of this study show that the scaffolding method can be an effective learning strategy in instilling character values. Therefore, this method should be widely applied in the learning of Moral Beliefs and other subjects. Recommendations for Further Research This study still has limitations in the time scope and number of participants. Therefore, further research is recommended to analyze the long-term impact of the scaffolding method on the character of students. Explore the combination of scaffolding with other methods such as project-based learning or group discussions. Conduct research on a wider scale so that the results are more representative.

CONCLUSION

The Importance of the Scaffolding Method in Learning Based on the results of the research, the scaffolding method has been proven to be effective in improving the learning outcomes of the Moral Faith material at MI Darussalam. This method helps students understand concepts more easily because they are given gradual guidance until they are able to learn independently. Improving Student Understanding With the application of

scaffolding, students more easily understand the role of Akidah Akhlak in daily life. They not only memorize theories, but are also able to relate the concepts learned to personal experiences and the surrounding environment. The Effect of Scaffolding on Learning Motivation. The scaffolding method also increases students' motivation to learn. They were more enthusiastic in participating in the lesson because they felt that they were gradually helped to really understand the material. This reduces the fear of failure and increases student confidence. Increased Interaction between Teachers and Students In the application of scaffolding, the interaction between teachers and students becomes more active. Teachers provide flexible guidance, according to the level of understanding of students. This creates a more comfortable and inclusive learning atmosphere. Scaffolding Critical and Reflective Thinking Skills Improvement helps students in critical and reflective thinking. They learn to analyze the values of the Moral Faith, not just passively receiving information. Thus, students are more able to apply concepts in daily life. More Contextual Learning This method allows learning to be more contextual and relevant to students' lives. Teachers can use real examples and everyday cases related to character values, so that students can more easily understand the application of concepts. Improving Students' Ability to Solve Problems. With the help of scaffolding, students are better able to solve problems independently. They learn to connect theory with practice and find solutions that are in accordance with the principles of Akidah Akhlak. Application of Character Values in Daily Life. One of the significant impacts of this method is the increased application of character values in students' lives.

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