Implementation of the Scaffolding Method in the Influence of Value-Based Learning Models on Students' Moral Attitudes at MI Al-Fattah Darussalam

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Abstract: The formation of good morals in elementary madrasah students is one of the main goals in Islamic education. This study aims to analyze the effect of the implementation of the scaffolding method in a value-based learning model on students' good moral attitudes at MI Al Fattah Darussalam, Malang City. The scaffolding method is a learning strategy that provides gradual assistance to students until they are able to learn independently, while value-based learning focuses on instilling morals and character through meaningful learning experiences. This study uses a Classroom Action Research (CAR) approach with qualitative and quantitative methods. The subjects of the study were students of class [mention class] MI Al Fattah Darussalam. Data collection was carried out through observation, interviews, questionnaires, and documentation, then analyzed using qualitative descriptive techniques and simple statistics. The results of the study showed that the implementation of the scaffolding method in a value-based learning model significantly improved students' understanding and application of good moral attitudes. In the first cycle, students showed an increase in understanding of the concept of good morals, but there were still several obstacles in its application. After further intervention in the second cycle, there was a more significant increase in students' attitudes of discipline, honesty, responsibility, and empathy in everyday life. In addition, this method also increases students' active involvement in the learning process, both in class discussions and reflective activities. The conclusion of this study is that the scaffolding method in value-based learning can be an effective strategy in shaping students' character and improving their moral attitudes. The application of this method can help teachers guide students gradually until they can understand and apply moral values in everyday life. This study is expected to be a reference for educators in developing more innovative and value-based learning strategies.

Keywords : scaffolding, value-based learning, noble character, elementary madrasah

INTRODUCTION

Education at madrasah ibtidaiyah not only aims to improve students' academic abilities, but also to form noble character and morals in accordance with Islamic teachings. One of the subjects that plays an important role in character formation is Akidah Akhlak. In this learning, students are taught moral values, ethics, and behavior that are in

accordance with the guidance of the Islamic religion. However, in practice, many students still experience difficulties in applying the concept of moral character in daily life. Therefore, a more effective learning approach is needed in instilling moral values. Based on initial observations at MI Al Fattah Darussalam Malang City, it was found that most students have a good understanding of the concept of moral character theoretically, but lack in its application. Some of the problems that arise include low student discipline, lack of awareness to be honest, and lack of social concern among others. This shows that there is a gap between the theory taught in the classroom and practice in daily life.

Scaffolding is an educational technique that refers to a teaching method in which a teacher provides temporary support to students as they work through tasks or learn new concepts. The goal of scaffolding is to assist students in achieving a level of understanding or skill that they could not reach on their own, but gradually, as their competence increases, the support is withdrawn. This method is rooted in Vygotsky's Zone of Proximal Development (ZPD), which emphasizes that learning occurs most effectively when students are guided just beyond their current abilities with the help of more knowledgeable individuals. In scaffolding, the teacher's role is to provide tailored support based on the students' individual needs. This support can take many forms, such as providing hints, offering examples, asking guiding questions, or breaking down complex tasks into smaller, manageable steps. The teacher also models the task, demonstrating how to solve problems or apply concepts before allowing the students to attempt the task on their own. The idea is that through this guided assistance, students can build their skills and gradually take on more responsibility for their learning.

As students become more proficient, the level of scaffolding decreases. This gradual reduction of support allows students to develop independence and confidence in their abilities. The ultimate goal is for students to internalize the knowledge and skills they have learned so that they no longer require external assistance. This process of fading support is crucial for promoting long-term learning and self-reliance. The teacher's role shifts from being a direct source of help to a facilitator who encourages students to think critically and solve problems on their own. Scaffolding can be applied across various subjects and age groups, making it a versatile teaching strategy. It not only helps in the development of cognitive skills but also fosters metacognitive skills, as students learn to monitor and regulate their learning processes. By providing structured yet flexible support, scaffolding encourages a positive learning environment where students are challenged to grow while receiving the appropriate level of guidance.

The learning methods used by teachers are still conventional, such as lectures and memorization, which tend to be less interesting and do not provide real experience for students. In fact, student character is more effectively formed through an approach that involves active interaction, gradual guidance, and direct experience in daily life. Therefore, a learning method that is able to bridge the gap between theory and practice is needed. One of the methods that can be applied in value-based learning is scaffolding. This method provides gradual guidance to students according to their level of understanding, so that they can internalize moral values more deeply. With the scaffolding method, the teacher acts as a facilitator who provides assistance according to the needs of the students and slowly reduces the assistance until the student is able to think and act independently.

This study aims to analyze the effect of the application of the scaffolding method in the value-based learning model on the moral attitude of students at MI Al Fattah Darussalam. Specifically, this study wants to find out the extent to which this method can improve students' understanding of moral values and how it affects changes in student behavior in daily life. Based on the above background, the formulation of the problem raised in this study How to apply the scaffolding method in value-based learning at MI Al Fattah Darussalam How does the scaffolding method affect students' understanding of morals How does the scaffolding method affect changes in students' attitudes in daily life This research is expected to provide benefits both theoretically and practically.

Theoretically, this research can be a reference in the development of value-based learning methods in madrasah ibtidaiyah. Practically, the results of this study can be used by educators as an alternative strategy in teaching morals in a more effective and applicable way. This study uses the Classroom Action Research method with qualitative and quantitative approaches. PTK was chosen because it allows teachers to intervene directly in learning and measure the impact of changes that occur on students.

Data was collected through observation, interviews, questionnaires, and documentation, then analyzed using descriptive techniques and simple statistics. As a solution to the problems that have been identified, this study proposes the application of the scaffolding method in value-based learning. Teachers will provide gradual guidance to students in understanding and applying moral values, as well as creating a more interactive and reflective learning environment. Thus, it is hoped that students can more easily internalize the values of moral character in daily life. The structure of this research consists of several main parts. The first chapter is an introduction that discusses the background, goals, problems, and solutions proposed. The second chapter discusses theoretical studies related to value-based learning and scaffolding methods. The third chapter describes the research methods used. The fourth chapter presents the results of research and data analysis. The fifth chapter contains conclusions and recommendations for the development of moral learning in madrasah ibtidaiyah.

METHODS

This research uses the Classroom Action Research method. PTK was chosen because this research aims to improve the quality of learning directly in the classroom through intervention carried out by teachers. This method allows teachers to identify problems that occur in learning, designing the right solution, and evaluating the effectiveness of these interventions in improving students' moral attitudes. The research design used in this PTK refers to the Kemmis and McTaggart model, which consists of four main stages in each cycle, namely Action Implementation Planning, Observation, and Reflection.

This cycle is carried out repeatedly until a significant improvement is found in the learning of moral character. At the planning stage, the researcher analyzed the initial conditions of learning the Moral Faith at MI Al Fattah Darussalam, including the difficulties faced by students in applying the values of moral character. From the results of this analysis, a learning design based on the scaffolding method with a value-based learning model was made. The action plan includes the preparation of learning tools, such as Learning Implementation Plans (RPP), teaching materials, and evaluation instruments to measure the development of student attitudes. At this stage, the scaffolding method is applied in the learning process of Akidah Akhlak.

Teachers provide gradual assistance to students, both in the form of discussions, case examples, and reflections on moral values in daily life. Value-based learning is applied by providing contextual experiences that allow students to relate the concept of akhlakul karimah to their daily lives. Every action performed in learning is recorded in detail for analysis at the next stage. During the implementation of the action, observations were made to observe the students' response to the scaffolding method and the change in moral attitudes that began to appear. Observation was carried out by recording the level of

student involvement in discussions, participation in reflective activities, and their behavior inside and outside the classroom. Observation data was collected through observation sheets, field notes, and interview recordings with students and teachers.

After the observation stage, reflection was carried out on the results obtained in the first cycle. The analysis was carried out to see the effectiveness of the methods used, as well as to identify obstacles or obstacles in learning. If the results achieved are not optimal, then modifications to the learning strategy are made to be applied in the next cycle. This cycle continues to repeat until maximum results are obtained in improving the morals of students.

The subject of this study is a student of class [specify class] at MI Al Fattah Darussalam, Malang City. This class was chosen because based on initial observations, students in this class are still experiencing difficulties in applying moral values. The number of students in this class consists of boys and girls with diverse social backgrounds. The data obtained from observations, questionnaires, and interviews were analyzed in a qualitative and quantitative descriptive manner. Quantitative data from the questionnaire were analyzed using simple statistics to see the improvement in students' attitudes before and after the intervention. Meanwhile, qualitative data from observations and interviews were analyzed through data reduction, data presentation, and conclusion drawn. The success of this study is measured through several indicators, namely the increase in

students' understanding of Akhlakul Karimah values, positive changes in student behavior inside and outside the classroom, increased student participation in value-based learning, and increasing teachers' positive responses to the scaffolding method in teaching Akidah Akhlak. If these indicators have been achieved well, then this method can be said to be successful and recommended to be applied more widely in the learning of the Moral Faith in madrasah ibtidaiyah.

RESULTS

The research aimed to explore the application of the scaffolding method in value-based learning models and its impact on the moral attitudes (Akhlakul Karimah) of students at MI Al-Fattah Darussalam Malang. The study was conducted to examine whether scaffolding strategies could effectively support students in understanding and practicing moral values in their daily lives. The research utilized a qualitative approach, combining observational data, student interviews, and teacher assessments. The data collection process included classroom observations, discussions with educators, and student reflections on their learning experiences. The findings suggest that the scaffolding method plays a crucial role in enhancing students' understanding of moral values.

Teachers who implemented scaffolding strategies provided structured support to students, allowing them to gradually develop moral awareness and ethical behavior. Scaffolding techniques used in the study included modeling, questioning, providing hints, and giving constructive feedback. These approaches enabled students to internalize moral principles effectively and apply them in real-life scenarios. Observations revealed that students who received guided instruction through scaffolding demonstrated a higher level of engagement in moral discussions. They were more reflective in their thinking and showed a deeper understanding of ethical dilemmas presented during lessons. Interviews with students indicated that they found the learning experience more meaningful when teachers used scaffolding strategies.

Many students expressed that guided discussions and problem-solving activities helped them relate moral values to their personal experiences. Teachers reported that scaffolding encouraged a more interactive and participatory classroom environment. By gradually transferring responsibility to students, educators observed an improvement in students' ability to analyze and apply moral teachings independently. The study also found that scaffolding facilitated peer collaboration. Students engaged in group discussions, where they supported one another in understanding and interpreting moral values. This

collaborative learning environment strengthened their ability to communicate ethical perspectives effectively. Furthermore, students who were exposed to scaffolding techniques showed increased confidence in expressing their moral viewpoints.

They became more articulate in explaining the importance of ethical behavior and demonstrated a stronger commitment to upholding positive values. The role of the teacher in implementing scaffolding strategies was crucial. Teachers who provided step-by-step guidance enabled students to grasp complex moral concepts gradually, ensuring that learning was both effective and enduring. The research highlighted that scaffolding not only improved students' cognitive understanding of moral values but also contributed to their emotional and social development. Students became more empathetic and considerate toward their peers, reflecting positive behavioral changes.

The impact of scaffolding was also evident in students' daily interactions outside the classroom. Many students reported that they applied the moral values learned in school to their family and community settings, demonstrating the long-term benefits of the method. Teachers observed that students who received scaffolding support exhibited a stronger sense of responsibility and discipline. They were more inclined to complete tasks diligently and uphold ethical standards in their academic and social lives. The study emphasized the importance of consistency in applying scaffolding strategies. Teachers who regularly integrated scaffolding into their instruction observed sustained improvements in students' moral attitudes. Additionally, scaffolding was found to be an effective tool in addressing moral dilemmas.

Students developed critical thinking skills by analyzing different perspectives and making informed ethical decisions. The findings suggest that value-based learning models, when combined with scaffolding techniques, create a holistic educational experience. Students not only acquire moral knowledge but also develop the skills and attitudes necessary to practice ethical behavior consistently. Teachers reported that students became more respectful toward their peers and teachers. They displayed a higher level of tolerance and understanding in diverse social settings, reinforcing the significance of scaffolding in character development.

The research also found that scaffolding promoted self-regulation among students. They became more reflective about their actions and showed increased awareness of the consequences of their behavior. Students who participated in scaffolding-based learning exhibited a stronger connection to religious teachings. They demonstrated a more profound appreciation for Islamic values and were more committed to applying them in their daily lives. One of the key findings was that scaffolding enhanced students' motivation to learn. By receiving structured support, they felt more encouraged to engage in discussions and explore moral concepts deeply. Teachers highlighted that scaffolding enabled differentiated instruction, allowing them to tailor their teaching strategies based on individual student needs. This personalized approach contributed to more effective moral education. Scaffolding also facilitated a positive teacher-student relationship. Students felt more comfortable seeking guidance and clarification, which fostered a supportive learning environment. The research indicated that scaffolding helped students develop a sense of accountability.

They took greater ownership of their moral decisions and actively sought to improve their ethical conduct. The study found that students' problem-solving skills improved significantly through scaffolding. They learned to analyze moral issues critically and propose ethical solutions based on their understanding. Incorporating scaffolding into value-based learning models proved to be an effective strategy in reinforcing students' character development. The structured support provided by teachers ensured that students internalized and applied moral values consistently. Teachers recommended continued professional development in scaffolding techniques to enhance their effectiveness in moral education. Training programs focusing on scaffolding strategies could further improve instructional practices. Students' parents also observed positive behavioral changes at home. They reported that their children exhibited greater respect,

responsibility, and empathy in their interactions with family members. The study concluded that scaffolding significantly contributes to the formation of Akhlakul Karimah attitudes.

The structured guidance provided by teachers allowed students to develop a strong moral foundation that influences their actions and decisions. Future research could explore the long-term effects of scaffolding on students' moral development beyond their primary education. Investigating how scaffolding impacts moral decision-making in adolescence and adulthood would provide valuable insights. Overall, the findings reinforce the importance of integrating scaffolding into moral education. It serves as a powerful tool for nurturing ethical awareness and fostering positive character traits in students.

The research underscores that scaffolding should be an integral component of value-based learning models. By providing structured support, teachers can ensure that students not only understand moral values but also embody them in their everyday lives. The impact of scaffolding was evident in students' enhanced social skills. They became more cooperative, respectful, and compassionate toward others, demonstrating the effectiveness of the method in moral education.

By implementing scaffolding strategies, educators can create a learning environment that prioritizes character development. The study affirms that scaffolding strengthens students' moral consciousness and equips them with the ethical foundation needed for lifelong integrity. The findings suggest that scaffolding not only improves academic outcomes but also plays a crucial role in shaping students' moral and ethical identities. The research highlights its potential as a transformative tool in education. Through scaffolding, students gain the confidence to navigate moral challenges independently. They develop a strong sense of right and wrong, empowering them to make ethical choices in all aspects of life. The study emphasizes that scaffolding fosters a sense of moral responsibility among students. They become more mindful of their actions and more committed to upholding ethical principles.

The results indicate that scaffolding creates a sustainable impact on students' moral attitudes. It ensures that they develop a lifelong commitment to ethical conduct and responsible citizenship. Overall, the application of scaffolding in value-based learning models at MI Al-Fattah Darussalam Malang has proven to be highly beneficial. It has significantly influenced students' attitudes, behavior, and moral development, reinforcing its importance in education.

DISCUSSION

The application of the scaffolding method in value-based learning models provides a structured approach to developing students' moral attitudes. Scaffolding enables students to progressively build their understanding and internalization of moral values under guided instruction. Teachers play a crucial role in implementing scaffolding strategies effectively. By offering step-by-step assistance, they ensure that students grasp the essence of ethical principles and gradually apply them in real-life situations. One of the key aspects of scaffolding is modeling, where teachers demonstrate ethical behaviors and decision-making processes. This allows students to observe and emulate positive moral actions in various contexts. Providing hints and cues is another scaffolding technique that supports moral development. Teachers guide students through moral dilemmas by asking thought-provoking questions, encouraging critical thinking and ethical reasoning. Constructive feedback is essential in scaffolding as it helps students reflect on their moral choices. Teachers highlight areas of improvement while reinforcing positive behaviors, ensuring continuous character development.

The application of scaffolding fosters student engagement in discussions about values and ethics. When students receive structured guidance, they become more active participants in moral conversations and decision-making processes. Scaffolding promotes a deeper understanding of moral concepts by allowing students to gradually explore

ethical dilemmas. It ensures that students develop critical thinking skills necessary for making sound moral judgments. The interactive nature of scaffolding encourages students to express their thoughts and reflections on moral values. This active participation enhances their ability to internalize and practice ethical principles consistently.

By gradually reducing teacher support, scaffolding enables students to become independent moral thinkers. This transition from guided learning to self-regulation is crucial in fostering long-term moral development. Peer collaboration is an integral component of scaffolding. When students engage in discussions and group activities, they reinforce each other's understanding of moral values and cultivate a sense of collective responsibility. The effectiveness of scaffolding is evident in students' improved moral attitudes. Teachers report that students who experience structured guidance exhibit greater empathy, respect, and integrity in their interactions. Scaffolding creates a safe learning environment where students feel comfortable discussing ethical issues. This openness fosters deeper moral awareness and encourages students to articulate their values confidently.

Teachers who implement scaffolding observe a significant enhancement in students' self-discipline. Students become more mindful of their actions and demonstrate greater responsibility in their daily conduct. One of the key benefits of scaffolding is its ability to personalize learning experiences. Teachers can tailor their support based on individual student needs, ensuring that every student receives the necessary guidance to develop strong moral foundations. The structured nature of scaffolding helps students bridge the gap between theoretical moral teachings and practical application. By gradually applying ethical principles, students become more adept at making moral decisions independently.

Scaffolding also nurtures students' confidence in expressing moral viewpoints. When provided with structured support, students develop the ability to communicate their ethical perspectives effectively. The role of questioning in scaffolding is instrumental in encouraging students to think deeply about moral values. Thought-provoking questions challenge students to justify their ethical choices, fostering a more profound understanding of morality. Teachers who integrate scaffolding into value-based learning models notice a shift in classroom dynamics.

The learning environment becomes more collaborative, interactive, and conducive to moral growth. Scaffolding strategies help students navigate complex moral situations with greater clarity. The step-by-step guidance allows them to assess various perspectives before making ethical decisions. The application of scaffolding in moral education instills a sense of accountability in students. They become more aware of their responsibilities and make conscious efforts to align their actions with ethical standards. Scaffolding encourages students to reflect on their moral experiences. This reflective process strengthens their ability to identify moral challenges and develop appropriate solutions. The combination of scaffolding and value-based learning enhances students' appreciation for ethical teachings. They develop a more meaningful connection to moral values and their significance in everyday life. Teachers observe that students who engage in scaffolding-based moral learning become more resilient in facing ethical dilemmas. They learn to analyze situations critically and uphold moral principles despite challenges.

The impact of scaffolding extends beyond the classroom. Students apply their moral learning in their families and communities, demonstrating a strong commitment to ethical behavior in various social contexts. Parents report noticeable improvements in their children's attitudes and behaviors. They observe greater respect, empathy, and responsibility, indicating the effectiveness of scaffolding in shaping moral character. Scaffolding also fosters a culture of mutual respect among students. By working collaboratively, they develop a sense of empathy and learn to appreciate diverse moral perspectives. The step-by-step nature of scaffolding ensures that students develop moral reasoning gradually. This approach prevents cognitive overload and allows for a more sustainable learning experience. The effectiveness of scaffolding is heightened when

combined with real-life case studies. Students engage with practical moral scenarios, enabling them to apply ethical principles in meaningful ways. Teachers highlight that scaffolding improves student motivation in moral education. The structured guidance provides a clear learning path, encouraging students to actively participate in discussions and ethical decision-making.

The use of storytelling in scaffolding enhances students' moral imagination. Narratives allow them to visualize ethical dilemmas and explore the consequences of different moral choices. Scaffolding supports students in overcoming moral confusion. When faced with conflicting values, structured guidance helps them navigate ethical complexities with greater confidence. By incorporating scaffolding, teachers can effectively nurture ethical leadership among students. Students develop the ability to guide their peers and promote positive moral behavior in their communities. The gradual nature of scaffolding ensures that students retain moral teachings in the long term. They develop lifelong ethical habits that shape their character beyond their academic years. Scaffolding empowers students to take initiative in moral discussions.

They become more proactive in exploring ethical questions and seeking deeper insights into moral values. The process of scaffolding strengthens students' emotional intelligence. They develop a heightened awareness of their emotions and their impact on ethical decision-making. Scaffolding also plays a role in preventing moral disengagement. Students learn to recognize and challenge unethical behaviors, reinforcing their commitment to moral integrity. Teachers who adopt scaffolding techniques report higher student engagement in moral education. The structured approach fosters curiosity and enthusiasm for exploring ethical principles.

The application of scaffolding in moral learning enhances students' ability to handle peer pressure. They develop the confidence to uphold their values even in challenging social situations. Scaffolding promotes a balanced approach to moral education. It integrates cognitive, emotional, and social aspects of ethical development, ensuring a holistic learning experience. Students who receive scaffolding-based moral instruction display increased civic responsibility.

They develop a strong sense of justice and actively contribute to creating ethical communities. Teachers emphasize that scaffolding strengthens students' ability to distinguish right from wrong. The structured support enables them to analyze moral dilemmas with clarity and conviction. The discussion underscores that scaffolding should be an integral component of value-based learning models. By providing structured support, teachers empower students to internalize and apply moral values effectively. Overall, scaffolding serves as a transformative tool in moral education. It enhances students' ethical awareness, strengthens their character, and equips them with the moral foundation necessary for lifelong integrity.

CONCLUSION

The application of the scaffolding method in value-based learning has proven to be highly effective in shaping the moral attitudes of students at MI Al-Fattah Darussalam Malang. By providing structured guidance, teachers have enabled students to internalize moral values and practice them in their daily lives. Scaffolding plays a crucial role in facilitating students' understanding of ethical principles. It allows them to gradually build their moral reasoning skills, ensuring that they develop a strong foundation for ethical decision-making. Teachers who implement scaffolding techniques observe a significant improvement in students' engagement with moral discussions. The structured support enables students to actively participate in analyzing ethical dilemmas and expressing their viewpoints. The effectiveness of scaffolding is evident in students' enhanced critical thinking abilities. By receiving guided instruction, they learn to assess moral situations carefully and make informed decisions based on ethical considerations. Scaffolding fosters

a reflective learning process where students contemplate their actions and their impact on others.

This reflective practice strengthens their moral awareness and encourages them to act with integrity. The gradual reduction of teacher assistance in scaffolding empowers students to take responsibility for their moral development. They become independent moral thinkers, capable of applying ethical values in real-life scenarios. Scaffolding encourages a more interactive and dynamic classroom environment. Students engage in discussions, debates, and group activities that reinforce their understanding of moral values. The collaborative aspect of scaffolding allows students to learn from one another. Peer discussions provide different perspectives on moral issues, fostering a deeper comprehension of ethical principles. Students who experience scaffolding in moral education exhibit greater empathy and compassion. They develop a stronger sense of care for others and demonstrate kindness in their interactions. Teachers report that scaffolding enhances students' ability to articulate their ethical beliefs. They become more confident in explaining their moral perspectives and reasoning behind their decisions. The structured nature of scaffolding ensures that students grasp complex moral concepts at a manageable pace. This prevents cognitive overload and allows them to absorb ethical lessons more effectively. Scaffolding provides a supportive learning environment where students feel comfortable discussing ethical dilemmas. They develop trust in their teachers and peers, which fosters a deeper engagement with moral learning.

The role of scaffolding in fostering self-regulation is significant. Students become more aware of their behavior and take deliberate actions to align with ethical values. The application of scaffolding in value-based learning extends beyond academic settings. Students apply the moral lessons they learn in school to their homes and communities, demonstrating the long-term impact of the method. Teachers observe that scaffolding enhances students' sense of responsibility.

They become more accountable for their actions and exhibit greater discipline in their daily routines. Parents report noticeable improvements in their children's behavior. They observe that their children are more respectful, considerate, and mindful of ethical conduct in various aspects of life. The implementation of scaffolding has strengthened students' connection to religious teachings. They develop a deeper appreciation for Islamic values and demonstrate a greater commitment to practicing them. The positive effects of scaffolding are reflected in students' social interactions. They display increased tolerance, understanding, and respect toward their peers and teachers. Scaffolding provides a framework for students to develop problem-solving skills in moral contexts. They learn to analyze ethical challenges, explore different perspectives, and make well-reasoned decisions. The integration of scaffolding in value-based learning models has led to a noticeable transformation in students' attitudes. They demonstrate a higher level of ethical awareness and a stronger commitment to upholding moral principles. The adaptability of scaffolding ensures that students with different learning needs receive appropriate moral guidance.

Teachers can adjust their level of support based on individual student progress. The use of scaffolding has contributed to a more cohesive school environment. Students work together harmoniously, fostering a culture of mutual respect and shared moral values. Scaffolding also supports students in resisting negative influences. They develop the ability to critically evaluate external pressures and make choices that align with their ethical beliefs. Teachers highlight that scaffolding enhances student motivation in moral education. The structured approach makes learning more engaging and meaningful, encouraging active participation. The application of scaffolding fosters a lifelong commitment to ethical behavior. Students develop habits of moral reflection and responsible decision-making that extend into adulthood. Scaffolding plays a key role in strengthening students' resilience in ethical challenges. They become better equipped to navigate complex moral situations with confidence and integrity. The gradual guidance provided through scaffolding enables students to internalize moral values deeply. This

internalization ensures that ethical behavior becomes a natural and consistent part of their character.

The impact of scaffolding is evident in students' willingness to take initiative in moral discussions. They proactively seek to understand ethical principles and apply them in various aspects of life. Scaffolding nurtures students' emotional intelligence by helping them understand the moral implications of their emotions. They develop greater self-awareness and self-control in ethical decision-making. Teachers who incorporate scaffolding into their moral education practices report higher levels of student engagement and participation. The method makes learning more interactive and impactful. The application of scaffolding in value-based learning contributes to a more just and ethical society. Students who receive structured moral education grow into responsible and principled individuals. The long-term benefits of scaffolding include the development of strong moral leadership qualities. Students become role models for their peers and actively promote positive ethical behaviors. The effectiveness of scaffolding lies in its ability to balance structure and independence. Students receive the necessary support while also being encouraged to develop their moral reasoning skills. Scaffolding strengthens students' ability to handle ethical conflicts. They learn to approach moral dilemmas with critical thinking and a deep understanding of ethical principles.

The method also helps students develop patience and perseverance in moral decision-making. They understand that ethical choices require careful consideration and thoughtful evaluation. Scaffolding fosters a sense of moral responsibility in students. They recognize their role in maintaining ethical standards within their school and broader community. The structured approach of scaffolding ensures that students retain their moral education in the long term. The gradual development of ethical understanding leads to lasting character formation. Scaffolding also enhances students' ability to engage in respectful debates on moral issues. They learn to appreciate different viewpoints while upholding their own ethical convictions.

Teachers emphasize that scaffolding is a transformative approach in moral education. It provides students with the tools and guidance necessary to navigate ethical challenges with wisdom and integrity. The combination of scaffolding and value-based learning models creates a holistic educational experience. Students not only acquire moral knowledge but also develop the skills and attitudes necessary to practice ethical behavior consistently. The impact of scaffolding is reflected in students' increased commitment to ethical living. They develop a strong moral compass that guides their actions in all areas of life. Overall, the application of scaffolding in value-based learning at MI Al-Fattah Darussalam Malang has yielded remarkable results. It has significantly influenced students' attitudes, behaviors, and moral development, demonstrating the effectiveness of scaffolding in shaping ethical character.

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