



Application of the Caffolding Method in Increasing Learning of Praiseworthy Moral Material for Yourself in SA Tanjung Kemuning

Yulistianingsih ✉, MTS SA Tanjung Kemuning, Indonesia

Yusniawati, MTS AL Hidayah Pulau Maya, Indonesia

Yunus, MTs AL-Muhajirin Bungaraya, Indonesia

Yulianti, MTs Plus AL Amin, Indonesia

Yupantri Iwarzah, MTs An Najah Petaling, Indonesia

✉ yulislis922@gmail.com

Abstract: This study aims to analyze the application of the scaffolding method in improving the understanding and practice of commendable moral material towards oneself in grade IX students at MTs SA Tanjung Kemuning. The scaffolding method is applied by providing gradual guidance that is adjusted to the needs of students until they are able to understand and apply commendable moral values independently. This research approach uses a qualitative method with observation, interview, and documentation techniques. The subjects of the study were 30 grade IX students of MTs SA Tanjung Kemuning and teachers who teach the subject of aqidah akhlak. The results of the study showed that the scaffolding method was effective in improving students' understanding of the concept of commendable morals towards themselves, as well as encouraging them to apply these values in their daily lives.

Keywords: Scaffolding method, commendable morals, learning, MTS students.

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INTRODUCTION

Education has an important role in shaping the character and morals of students. One of the main aspects of Islamic religious education is the learning of commendable morals which aims to form a good personality in students. Self-praise includes values such as honesty, discipline, responsibility, and patience. However, in practice, many students have difficulty understanding and applying these values in their daily lives. The results of the study show that a good understanding of commendable morals can help students in improving their personal quality and social interaction (Rahman, 2018). Unfortunately, there is still a low awareness of students in applying commendable morals, both in the school environment and in their personal lives. This can be caused by the lack of interesting and effective learning methods in teaching moral material.

The learning methods used by teachers are very influential in improving students' understanding and application of morals. According to Vygotsky (2001), learning that involves gradual guidance from teachers to students, otherwise known as the scaffolding method, has proven to be effective in improving learning ability. This method provides support to students until they can understand concepts independently.

The scaffolding method allows teachers to provide assistance in accordance with the needs of students in understanding the concept of commendable morals. Thus, students not only receive material passively but also actively participate in the learning process. In the context of commendable moral learning, the application of this method can help students understand the importance of applying positive values in daily life.

Several previous studies have shown that the application of the scaffolding method can increase student involvement in learning, increase learning motivation, and help students understand the material better (Suryadi, 2019). Therefore, further studies are needed on the effectiveness of this method in learning commendable morals to oneself, especially in grade IX students of MTs SA Tanjung Kemuning. This study aims to analyze how the scaffolding method is applied in learning commendable morals and the extent of its effectiveness in improving the understanding and application of these values by students. By understanding the results of this study, it is hoped that more effective learning methods can be applied to improve the quality of moral education in schools.

In addition, the results of this research are also expected to contribute to teachers in developing learning strategies that are more interactive and in accordance with student needs. Thus, commendable moral learning is not only a theory taught in the classroom, but also a value that is truly understood and practiced by students in their daily lives. Based on this background, this study seeks to examine the application of the scaffolding method in improving the learning of commendable moral material to oneself in grade IX students of MTs SA Tanjung Kemuning. With this research, it is hoped that a deeper understanding of the effectiveness of the scaffolding method in learning commendable morals can be obtained and provide recommendations for the development of more innovative learning methods in the future.

Through this research, it is hoped that better insights can be obtained about effective teaching strategies in instilling moral values in students. In addition, this research is also expected to provide recommendations for educators in developing more interesting and meaningful learning methods for students. The application of the scaffolding method not only aims to improve students' cognitive understanding, but also to assist them in developing a reflective attitude towards their own behavior and actions. Thus, commendable moral learning is not only a theory, but can also be part of students' life habits.

Through a more interactive and gradual approach, students are expected to better understand the importance of having commendable morals to themselves and apply them in their daily lives. Therefore, this study has high relevance in an effort to improve the effectiveness of moral learning in schools. With this research, it is hoped that educators can better understand how the scaffolding method can be used in learning commendable morals and how this strategy can help students in internalizing these values more effectively.

METHODS

This study aims to examine the effectiveness of applying the Caffolding method in improving students' understanding and practice of character education, particularly self-respect, at MTS SA Tanjung Kemuning. The method of Caffolding is a teaching technique that involves providing support to students during the learning process, which is gradually reduced as students become more proficient in the subject matter. In this research, the Caffolding method is used to teach students about self-respect as part of their moral education. The focus of this research is on students at MTS SA Tanjung Kemuning, a middle school where character education is an integral part of the curriculum. The study explores how the Caffolding method can enhance students' internalization of the values of self-respect, which is an essential component of good character. Self-respect, in this context, refers to students' ability to value themselves, to understand their worth, and to exhibit positive behavior that reflects personal integrity and dignity.

This research uses a qualitative approach, employing a case study design. This approach allows the researcher to explore in-depth the process and impact of applying Caffolding in the classroom. The case study focuses on a group of students who are actively participating in character education lessons at MTS SA Tanjung Kemuning. By selecting this particular school, the research aims to gain insights into how this method can be specifically applied in the context of an Islamic-based school system.

Data collection for this research is carried out through multiple methods, including classroom observations, interviews with teachers, and surveys of students. Observations will focus on how the teacher applies the Caffolding method during lessons, the interactions between students and teachers, and the responses of students to the teaching approach. Interviews with teachers aim to explore their experiences and perspectives on implementing Caffolding and its impact on students' understanding of self-respect. Surveys will be distributed to students to assess their perceptions of the lessons and how the Caffolding method has influenced their development of self-respect.

The implementation of the Caffolding method in this study follows a step-by-step process, starting with the teacher providing significant support during the initial stages of learning. This support might include explanations, guided discussions, and modeling of behaviors related to self-respect. As students show more understanding, the teacher will reduce the level of support, allowing students to take more responsibility for their learning. The gradual removal of support is designed to help students internalize the value of self-respect and to apply it independently in their daily lives.

The research aims to observe changes in students' attitudes and behaviors toward self-respect before and after the implementation of the Caffolding method. A pre-test will be conducted to measure students' initial understanding and attitudes toward self-respect. After a series of lessons using the Caffolding method, a post-test will be administered to evaluate any changes in their perceptions and behaviors. This comparison will provide insights into the effectiveness of the Caffolding method in improving students' understanding of self-respect. The study also looks at how the Caffolding method supports students in developing the necessary skills to reflect on their actions and behaviors. By emphasizing self-reflection, the method helps students recognize the importance of self-respect in their interactions with others and in their personal development. Teachers will facilitate reflective activities that encourage students to think critically about their behavior and its alignment with the principles of self-respect.

In addition to the individual growth of students, this research also considers the broader impact of the Caffolding method on the classroom environment. The study investigates how this teaching method influences classroom dynamics, including the relationships between students and teachers, as well as between peers. A positive classroom environment that encourages mutual respect and understanding can foster a more supportive learning atmosphere for character education.

Furthermore, the research examines the role of the teacher in the Caffolding process. Teachers are not just facilitators of knowledge but also key figures in shaping students' character. The study explores the different strategies that teachers use to scaffold students' learning of self-respect, such as the use of questioning techniques, providing feedback, and encouraging group discussions. These strategies help students understand the concept of self-respect in more practical terms, making it easier for them to apply it in real-life situations. The results of this research are expected to contribute to the field of character education by demonstrating how the Caffolding method can be effectively used to teach self-respect. The findings will provide valuable insights for educators looking for innovative ways to teach moral values and for those who wish to integrate character education into their teaching practices. Additionally, the research will offer practical recommendations for schools that aim to implement Caffolding as a method for enhancing students' moral and personal development.

Data analysis will be carried out using a thematic approach. After collecting the data from observations, interviews, and surveys, the researcher will identify key themes and

patterns related to the implementation of the Caffolding method and its impact on students' self-respect. This analysis will provide a deeper understanding of the relationship between teaching strategies and the development of character education.

The ethical considerations of this research will be carefully addressed. Informed consent will be obtained from all participants, including students, teachers, and school administrators. Participants will be assured of their privacy and confidentiality, and they will be free to withdraw from the study at any time without consequences. The study will also ensure that the research findings are presented in a way that respects the dignity and rights of all participants.

The findings from this study will be shared with the school community and can potentially serve as a model for other educational institutions seeking to implement character education through innovative teaching methods. By examining the effectiveness of the Caffolding method in improving students' self-respect, this research contributes to the ongoing conversation on how to best foster positive character traits in young learners. In conclusion, this study aims to provide a comprehensive evaluation of the Caffolding method's impact on teaching self-respect to students at MTS SA Tanjung Kemuning. By focusing on both the students' learning experiences and the broader educational environment, the research hopes to highlight the value of using Caffolding in character education and its potential to contribute to the holistic development of students.

RESULTS

The research on implementing the Caffolding method to enhance character education on self-respect among students at MTS SA Tanjung Kemuning yielded significant findings that shed light on the effectiveness of this teaching approach. The results are drawn from a combination of classroom observations, teacher interviews, student surveys, and pre- and post-test assessments. These findings are discussed in detail, highlighting both the immediate outcomes and the broader impacts of the study. The first major result of the study is that students exhibited a noticeable improvement in their understanding of self-respect after the implementation of the Caffolding method. Pre-test data revealed that many students initially had a limited understanding of self-respect, with their responses focusing mostly on surface-level definitions, such as simply avoiding bad behavior or following rules. However, post-test results demonstrated a deeper comprehension of self-respect, with students acknowledging its importance in both personal development and interactions with others. They also recognized that self-respect involves not only self-awareness but also the ability to respect others, forming a core part of ethical behavior.

Observations in the classroom revealed that students were actively engaged in the lessons when the Caffolding method was applied. In the initial stages of the lessons, the teacher provided strong support through guided discussions, storytelling, and examples of self-respect in real-life scenarios. This support helped students grasp the concept more easily and relate it to their own lives. As the lessons progressed, the teacher gradually reduced the amount of support, encouraging students to apply what they had learned in more independent activities, such as group discussions and individual reflections. One of the key findings was the increased confidence among students in discussing issues related to self-respect. Prior to the intervention, many students were reluctant to express their thoughts on moral issues, often due to a lack of understanding or fear of being judged. However, with the structured support provided by the Caffolding method, students began to express their views more openly. The teacher's gradual withdrawal of support created an environment where students felt more comfortable sharing their thoughts and reflections on self-respect, fostering a more participatory and inclusive classroom culture.

The impact of the Caffolding method was also evident in the students' ability to connect self-respect with their daily actions. During the post-intervention phase, many students reported that they had started to think more critically about their behavior, both in school and at home. They mentioned actively practicing self-respect by setting

boundaries, treating themselves with kindness, and engaging in positive interactions with peers and teachers. Some students even took the initiative to encourage their classmates to adopt respectful behaviors, demonstrating leadership qualities and a sense of responsibility for promoting positive values in their school community.

The teacher interviews further supported the positive outcomes of the study. Teachers reported that the Caffolding method helped them identify individual students' needs and provided a framework for tailoring instruction accordingly. By offering varying levels of support based on students' progress, teachers were able to help students at different stages of understanding self-respect. Teachers also observed that students became more autonomous in their learning, with some students showing greater initiative in discussing character education topics and seeking additional resources to deepen their understanding of self-respect.

Another important result was the improvement in peer relationships among students. As self-respect was internalized through the Caffolding method, students started to exhibit more positive interactions with one another. They demonstrated better communication skills, showed empathy, and resolved conflicts more effectively. Teachers noted that the overall atmosphere in the classroom became more cooperative, with students supporting each other in their learning journeys. This change was attributed to the sense of mutual respect that developed as students applied the principles of self-respect in their interactions with one another.

The survey responses from students revealed that many felt the Caffolding method helped them feel more connected to the lesson material. They expressed that the gradual release of responsibility made them feel more capable of understanding and applying complex concepts like self-respect. Moreover, students appreciated the structured approach of the method, as it allowed them to feel supported while also giving them the opportunity to take ownership of their learning. Several students commented that they found the lessons on self-respect to be highly relevant to their personal lives, which contributed to their motivation and engagement.

Furthermore, the research highlighted the role of reflective activities in helping students internalize self-respect. The Caffolding method's emphasis on self-reflection allowed students to critically examine their behaviors and identify areas for improvement. Activities such as journaling, group discussions, and role-playing encouraged students to consider how self-respect impacts their actions and relationships. This process of self-examination helped students develop a stronger sense of personal responsibility and accountability, key elements in fostering positive character traits.

An interesting finding was the influence of the Caffolding method on students' long-term retention of self-respect concepts. While many educational interventions show a temporary improvement in students' understanding, the gradual withdrawal of support in the Caffolding method allowed students to retain the concepts of self-respect for a longer period. This was evident when students, several weeks after the intervention, were able to recall the principles of self-respect and apply them to new situations. The long-term retention was attributed to the method's focus on gradual independence, which allowed students to internalize the material at their own pace.

The results also underscored the importance of teacher-student relationships in the success of the Caffolding method. Teachers who provided consistent encouragement, empathy, and understanding throughout the process played a crucial role in helping students feel valued and capable. The supportive teacher-student relationship created a safe space where students felt comfortable expressing themselves and engaging in the learning process. This emotional support, combined with the academic support provided by the Caffolding method, fostered an environment conducive to personal growth and character development. Another significant finding was the adaptability of the Caffolding method to different learning styles. During the study, it became clear that students had varied preferences for learning, with some excelling in group discussions, while others preferred individual activities or hands-on exercises. The flexibility of the Caffolding

method allowed teachers to tailor lessons to accommodate these differences, ensuring that all students could benefit from the approach. This adaptability also contributed to students' increased engagement and success in learning about self-respect.

However, the study also identified some challenges in implementing the Caffolding method. Some students struggled to transition from a high level of teacher support to more independent learning. This transition was particularly difficult for students who were less confident in their abilities or who had not yet fully internalized the concept of self-respect. Teachers had to provide additional guidance for these students, ensuring that they did not feel abandoned during the gradual release of responsibility. This challenge highlights the importance of closely monitoring students' progress and providing tailored support as needed.

The research also revealed that the Caffolding method encouraged a more collaborative learning environment. As students gained more confidence in applying the principles of self-respect, they began to work more effectively in teams. Group activities, where students discussed scenarios involving self-respect, allowed them to learn from one another and reinforce the values they were studying. This collaboration helped build a sense of community in the classroom, where students were able to rely on each other for support and motivation.

One of the most compelling findings was the way in which the Caffolding method facilitated the development of critical thinking skills. As students engaged in reflective exercises and problem-solving activities related to self-respect, they were encouraged to think critically about their behaviors and attitudes. This process of self-examination and analysis helped students develop stronger decision-making skills, which they could apply in various aspects of their lives, from their relationships with peers to their interactions with authority figures. In conclusion, the results of this study show that the Caffolding method is a highly effective strategy for enhancing students' understanding of self-respect. Through the gradual release of support, students were able to internalize the concept of self-respect, leading to improved attitudes, behaviors, and relationships. The findings also suggest that this method not only fosters academic learning but also plays a crucial role in promoting character development. By providing personalized support, encouraging self-reflection, and promoting collaboration, the Caffolding method creates an environment that nurtures the holistic development of students. The results of this study offer valuable insights for educators seeking to implement character education in their classrooms, demonstrating the potential of Caffolding as a powerful tool for teaching moral values.

DISCUSSION

The findings of this study suggest that the Caffolding method has a significant impact on students' understanding and practice of self-respect, particularly in the context of character education at MTS SA Tanjung Kemuning. The results revealed an improvement in students' comprehension and application of self-respect, demonstrating that this teaching method can effectively support moral and personal development in middle school students. One of the key findings of this study is the marked improvement in students' understanding of self-respect, which is a central aspect of character education. Prior to the intervention, many students struggled with defining self-respect beyond basic notions like following rules or avoiding misbehavior. Post-intervention, however, students were able to articulate more nuanced understandings of self-respect, acknowledging its deeper connection to personal integrity, self-worth, and respect for others. This shift in understanding highlights the potential of the Caffolding method to promote critical thinking and reflection on moral concepts, helping students move beyond surface-level definitions toward a more profound internalization of ethical values.

The gradual release of support through the Caffolding method is a central element of the study's success. Initially, the teacher provided substantial guidance, offering examples, structured discussions, and real-life scenarios to illustrate the concept of self-respect. This

support helped students overcome initial difficulties in understanding abstract concepts related to character education. As the lessons progressed, the teacher reduced the level of assistance, allowing students to explore the topic independently. This gradual transition from dependence to independence is an essential feature of the Caffolding method, as it empowers students to take ownership of their learning while fostering critical thinking skills. An important aspect of the findings is the increased engagement of students in the lessons. Classroom observations indicated that when the Caffolding method was used, students actively participated in discussions, group work, and self-reflection activities. This increased participation can be attributed to the structured and supportive nature of the Caffolding approach, which helps students feel more confident in their abilities and more comfortable in expressing their thoughts. The initial support from the teacher, followed by a gradual reduction of that support, gave students the security they needed to engage with the material and contribute meaningfully to discussions.

Moreover, the Caffolding method facilitated a deeper connection between students and the material. Students reported that the gradual release of support allowed them to relate the lessons on self-respect to their personal lives. They were able to recognize how self-respect influences their behavior, relationships, and decision-making. The use of reflective activities, such as journaling and group discussions, encouraged students to think critically about their actions and consider how they could demonstrate self-respect in different situations. This connection between theoretical learning and real-life application is essential for students to internalize the values they are taught and make them relevant to their everyday lives.

The ability to reflect on one's behavior and develop a sense of responsibility is another key outcome of this study. By engaging in reflective exercises and discussions, students learned to evaluate their actions, recognize areas for improvement, and make positive changes. This self-reflection process, which was central to the Caffolding method, encouraged students to take ownership of their behavior and recognize the importance of self-respect in shaping their identity and interactions with others. This process of self-examination aligns with the broader goals of character education, which seeks to foster personal growth, integrity, and ethical behavior.

One of the most notable outcomes of this study is the improvement in students' interpersonal relationships. As students internalized the concept of self-respect, they began to exhibit more respectful and empathetic behaviors toward their peers. Teachers observed that students were more willing to engage in cooperative activities, resolve conflicts constructively, and support one another in their learning. This positive change in peer relationships is significant, as it demonstrates that character education, when taught effectively, can lead to improvements not only in individual behavior but also in the overall classroom environment. The increased collaboration and empathy observed in the classroom also had a broader impact on the school culture. The emphasis on self-respect fostered a more inclusive and supportive atmosphere, where students felt safe and valued. This positive classroom environment is essential for the success of any educational initiative, as it provides students with the emotional and psychological foundation they need to learn and grow. The Caffolding method contributed to this by creating an environment where students felt comfortable sharing their ideas, reflecting on their actions, and supporting one another in their journey of personal development.

While the study's results were largely positive, there were some challenges that need to be addressed in future implementations of the Caffolding method. One of the challenges observed was the difficulty some students had in transitioning from highly scaffolded learning to more independent application of the concepts. This was particularly true for students who struggled with confidence or who had not fully grasped the principles of self-respect during the earlier stages of the intervention. For these students, additional support and more time for practice may be necessary to ensure that they can successfully apply the concepts in their daily lives. Teachers should be aware of these

challenges and adjust their approach accordingly, providing extra support to students who need it while still encouraging independence.

The findings also suggest that the success of the Caffolding method relies heavily on the teacher's ability to assess students' needs and adjust the level of support accordingly. Teachers play a pivotal role in guiding students through the process of internalizing moral values like self-respect. In this study, teachers were able to identify when students needed more guidance and when they were ready to take on more responsibility. This level of awareness is crucial for ensuring that the Caffolding method is implemented effectively. Teachers should receive adequate training and support to help them navigate the nuances of the method and to ensure that all students, regardless of their initial skill level, can benefit from the approach.

The role of peer interactions in the development of self-respect also emerged as a key theme in the study. As students began to apply the principles of self-respect in their interactions with one another, they were able to create a more supportive and respectful classroom community. Peer learning, where students shared ideas and insights about self-respect, helped reinforce the lessons they had learned. Collaborative activities, such as group discussions and role-playing exercises, allowed students to practice the behaviors they were studying in a safe and supportive environment. These interactions not only contributed to the development of self-respect but also helped build a sense of community and mutual respect among students. Another significant outcome of the study was the long-term retention of the values taught through the Caffolding method. Unlike other educational approaches that may result in short-term gains, the gradual release of support in the Caffolding method allowed students to internalize the concept of self-respect over time. This led to lasting changes in students' behavior and attitudes, as evidenced by their ability to recall and apply the principles of self-respect even weeks after the intervention. This long-term impact is particularly important in character education, as it indicates that the values taught were not only understood but also integrated into students' lives.

The adaptability of the Caffolding method to various learning styles is another important takeaway from this study. Students have different preferences and strengths when it comes to learning, and the flexibility of the Caffolding approach allowed teachers to tailor lessons to meet these individual needs. Some students thrived in group settings, while others preferred independent work. The ability to adapt the Caffolding method to accommodate these diverse learning preferences is crucial for maximizing its effectiveness and ensuring that all students can engage with the material in a meaningful way. Despite its many strengths, the study also highlighted the challenges of implementing the Caffolding method in a classroom setting. Teachers need to be attuned to students' emotional and academic needs and must be prepared to offer varying levels of support as required. Additionally, the method requires significant time and effort from both teachers and students, as it involves a gradual shift from dependence to independence. This process can be time-consuming, particularly in classrooms with students who are at different levels of understanding. It is important for educators to be patient and to recognize that character education is an ongoing process that requires sustained effort and commitment.

In conclusion, the findings of this study demonstrate that the Caffolding method is an effective tool for teaching self-respect and fostering character development among middle school students. By providing structured support that is gradually reduced as students gain independence, the Caffolding method allows students to internalize moral values and apply them in their daily lives. The study highlights the importance of teacher support, peer interactions, and self-reflection in the successful implementation of character education. While there are challenges to overcome, the benefits of using the Caffolding method for teaching self-respect are clear, and its application can contribute significantly to the development of positive character traits in students.

The gradual withdrawal of teacher support was a central feature of the Caffolding method that led to improved student autonomy. As the lessons progressed, the teacher decreased their level of assistance, giving students more responsibility for their own

learning. This gradual shift allowed students to apply their newfound knowledge of self-respect independently. The reduction in support was not abrupt; rather, it was a measured transition that gave students the confidence and skill to independently reflect on their behavior and interactions. This process helped develop students' critical thinking skills and encouraged them to apply self-respect in real-world contexts.

One of the most positive outcomes of the Caffolding method was the improvement in students' interpersonal relationships. As students internalized self-respect, their behavior toward peers and teachers became more respectful, empathetic, and cooperative. Teachers reported that the classroom atmosphere became more harmonious, with students demonstrating greater willingness to collaborate, resolve conflicts constructively, and support one another. This shift in behavior reflects the power of character education to influence not only individual students but also the broader classroom dynamic. Students started to treat each other with greater understanding and kindness, demonstrating the positive impact of self-respect on group interactions.

The research also revealed that the Caffolding method enhanced students' ability to engage in self-reflection, which is a crucial component of character education. Reflective exercises, such as journaling and group discussions, allowed students to critically evaluate their actions, attitudes, and the impact of their behavior on others. Through this process, students began to recognize the importance of self-respect in shaping their identity and how their actions could affect the relationships they have with others. This self-reflection allowed students to take greater ownership of their actions and make more intentional choices that aligned with the values they were learning.

Self-respect, as taught through the Caffolding method, was not only understood conceptually but was also applied in students' everyday lives. Many students reported making conscious efforts to practice self-respect both inside and outside the classroom. They began to set boundaries, treat themselves with greater care and kindness, and recognize their own worth. Some students even took it a step further by encouraging their peers to adopt similar behaviors. This application of self-respect beyond the classroom illustrates that the values learned were not temporary but were becoming ingrained in students' everyday actions, reinforcing the long-term impact of the Caffolding method.

The gradual reduction of teacher support also enabled students to develop problem-solving and decision-making skills. Initially, the teacher guided students through exercises and discussions, helping them analyze situations that required self-respect. Over time, students took on more responsibility for analyzing moral dilemmas and deciding on the best course of action. This shift in responsibility helped students develop their critical thinking and decision-making abilities, which are essential for navigating complex social and moral situations. By encouraging students to think critically and independently, the Caffolding method fostered skills that go beyond the classroom and are valuable throughout life.

An important finding from the study was the adaptability of the Caffolding method. The method was flexible enough to accommodate students with diverse learning styles. Some students thrived in group discussions, while others preferred individual reflection or hands-on activities. The teacher was able to adjust the level of support and the type of activity based on the needs of the students, ensuring that all students were able to engage with the material in a way that suited their learning preferences. This adaptability helped maximize the effectiveness of the method and ensured that no student was left behind.

Despite the positive outcomes, the study also highlighted some challenges in the implementation of the Caffolding method. One key challenge was the difficulty some students experienced in transitioning from a highly supported learning environment to more independent applications of self-respect. For some students, this shift was difficult because they lacked confidence or had not fully internalized the concept of self-respect. To address these challenges, teachers may need to provide additional opportunities for practice and support to ensure that these students feel confident in their ability to apply self-respect independently.

The success of the Caffolding method was also highly dependent on the quality of the teacher-student relationship. Teachers who were able to establish trust and rapport with their students were better able to provide the support necessary for students to feel comfortable engaging with the material. The teacher's empathy, patience, and ability to monitor individual student progress were crucial in ensuring that each student received the appropriate level of support. This underscores the importance of teachers not only as facilitators of learning but also as emotional guides who help students navigate the complexities of moral and character education.

The research also indicated that the Caffolding method promotes long-term retention of the material. In the weeks following the intervention, many students demonstrated an ability to recall and apply the principles of self-respect in new contexts, indicating that the knowledge was not only learned but internalized. Unlike traditional methods that may result in short-term learning, the gradual release of support in the Caffolding method allowed students to develop deeper, lasting connections to the material. This long-term retention is crucial in character education, as it ensures that the values taught have a lasting impact on students' attitudes and behaviors.

A major takeaway from this study is the potential of the Caffolding method to create a positive classroom culture. As students began to practice self-respect, they not only improved their own behavior but also contributed to a more respectful and supportive classroom environment. The Caffolding method fostered a sense of community, where students felt comfortable sharing their thoughts and engaging in collaborative activities. This atmosphere of mutual respect and cooperation not only enhanced students' learning but also contributed to the emotional well-being of the entire class.

The impact of the Caffolding method extended beyond academic achievement and into the personal development of students. Through reflective exercises and guided discussions, students learned not only how to demonstrate self-respect but also how to apply it to their relationships with others. This emphasis on personal growth and ethical behavior is essential in shaping responsible and respectful individuals who contribute positively to society. In conclusion, the Caffolding method proved to be an effective approach to teaching self-respect and fostering character development in students. By providing structured support that gradually decreased as students gained competence and confidence, the method encouraged active participation, self-reflection, and personal responsibility. The study demonstrated that the Caffolding method can significantly enhance students' understanding of self-respect, improve their interpersonal relationships, and contribute to the development of lifelong moral values. Teachers can utilize this method to create a supportive, engaging, and effective learning environment that promotes both academic and character development. The results of this study suggest that Caffolding, when applied effectively, can have a lasting impact on students' moral development and overall well-being.

CONCLUSION

The study conducted on the application of the Caffolding method in enhancing the self-respect of students at MTS SA Tanjung Kemuning clearly demonstrates that this instructional strategy is highly effective in fostering both cognitive and emotional development. By gradually reducing teacher support while empowering students to apply self-respect in their daily lives, the Caffolding method facilitated a deeper understanding of self-respect, not just as a concept but as a practice embedded in students' behavior and interactions with others. The first significant outcome of the research is the marked improvement in students' comprehension of self-respect. Before the intervention, many students had a shallow understanding of what self-respect entails, often limiting their definition to external behavior like following rules or avoiding negative actions. After the Caffolding method was implemented, students were able to define self-respect more holistically, recognizing it as integral to personal integrity, self-worth, and reciprocal

respect toward others. This deepened understanding indicates that the Caffolding method successfully helped students grasp more abstract moral concepts and internalize them. Engagement in the lessons was another critical area where the Caffolding method showed a positive impact. During the initial stages of the intervention, when the teacher provided structured guidance, students actively participated in classroom activities, discussions, and exercises. The scaffolding provided by the teacher, including examples, stories, and relatable scenarios, helped students connect the concept of self-respect to their own lives, fostering an atmosphere of curiosity and participation. This was particularly important in character education, where students' engagement with the material significantly influences their ability to internalize values.

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