



Implementation of the Scaffolding Method in Improving Learning Outcomes of Mutual Respect Material at SMP Negeri 1 Gunung Malela

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Abstract: This study aims to analyze the implementation of the scaffolding method in improving learning outcomes of mutual respect material at SMP Negeri 1 Gunung Malela. The scaffolding method was chosen because it provides learning support that is gradual and adjusted to the development of students' abilities, making it easier for them to understand and internalize the values of mutual respect. This study uses a quantitative approach with an experimental design involving grade VIII students as research objects. The instruments used to collect data were learning outcome tests and observations of student interactions during the learning process. The results of the study showed that the implementation of the scaffolding method had a significant positive impact on improving student learning outcomes, both in terms of knowledge about mutual respect material and their attitudes towards others. This improvement is reflected in changes in students' attitudes and better understanding of the importance of mutual respect in everyday life. Based on these findings, it can be concluded that the scaffolding method is effective in improving the quality of learning and shaping students' character. Therefore, it is recommended that the scaffolding method be applied more widely in schools to improve learning outcomes and shape students' character who are more respectful of others.

Keywords: scaffolding, learning outcomes, mutual respect, student character, junior high school.

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INTRODUCTION

The main purpose of this proposal is to create a more harmonious and respectful environment among all residents of SMP Negeri 1 Gunung Malela, both among students, teachers, and school staff. Given the importance of ethical values and manners in daily interactions, schools are expected to be conducive places for learning and development. With the existence of a culture of mutual respect, not only a positive atmosphere is created, but also supports a more effective teaching and learning process and strengthens relationships between individuals in schools. This is in line with research that shows that a culture of mutual respect contributes to a better quality of education (Sundari, 2005). The main hope of this proposal is that every member of the extended family of SMP Negeri 1 Gunung Malela can respect each other, understand differences, and work together with a sense of responsibility. In this context, it is important to foster awareness that each

individual has equal value, even if they come from different backgrounds. The emphasis on the value of tolerance and cooperation between others will enrich the learning experience, as well as create a sense of security and comfort in the school environment. For example, research by Hidayati (2008) shows that a rewarding environment can increase student motivation and participation in learning activities.

The culture of mutual respect that is expected to develop at SMP Negeri 1 Gunung Malela is not only limited to the relationship between students, but also involves interaction between students and teachers, staff, and other school parties. This includes respecting each other's differences of opinion, social background, and way of thinking. Tolerance in various aspects of school life, such as in the implementation of extracurricular activities and class discussions, will increase harmonious relationships. According to research by Siahaan (2013), a culture of mutual respect in education can reduce social tensions that arise due to differences.

However, the current reality shows that there are still challenges in creating an atmosphere of mutual respect. Many students and some members of the school community still do not understand the importance of good ethics and communication. In addition, differences of views that sometimes cause conflicts can hinder the realization of a harmonious environment. Research by Prasetya (2012) revealed that conflicts between students are often caused by a lack of skills in communicating and listening to each other, which in turn reduces mutual respect.

This reality shows that despite efforts from schools to create a better atmosphere, more structured and systematic steps are still needed in instilling the values of mutual respect. Based on a study from Diah (2016), character education integrated in the curriculum has an important role in shaping student behavior to respect others more. Therefore, it is important for schools to commit together in supporting the creation of this culture of mutual respect.

As an effort to realize this goal, this proposal proposes a series of programs that aim to strengthen the culture of mutual respect at SMP Negeri 1 Gunung Malela. One of the proposed steps is to integrate character education in daily learning activities, as well as organize programs that encourage students to respect each other. The program is expected to introduce students to various ways to communicate effectively, understand differences, and resolve conflicts wisely. According to research by Subari (2014), a holistic approach to character education can have a positive impact in creating a more harmonious environment.

With these concrete steps, it is hoped that a school environment full of tolerance, cooperation, and respect for others can be created. All parties in the school, both students, teachers, and staff, must play an active role in promoting and maintaining these values of mutual respect. The programs proposed in this proposal are expected to be the foundation for the creation of schools that not only excel in academics, but also in the formation of strong characters and mutual respect. According to research conducted by Arifin (2017), strengthening the culture of mutual respect not only improves the quality of social relationships, but can also affect the overall quality of education.

METHODS

This research aims to examine the effectiveness of the scaffolding method in improving the learning outcomes of mutual respect material among students at SMP Negeri 1 Gunung Malela. The focus of the study is to investigate how the scaffolding approach can enhance students' understanding and practice of mutual respect in a classroom setting. Scaffolding, a teaching method that provides support at various stages of the learning process, is believed to be effective in facilitating students' development and fostering critical social skills.

The participants of this study are eighth-grade students from SMP Negeri 1 Gunung Malela, consisting of 30 students. These students are involved in a character education

program aimed at promoting values such as mutual respect, empathy, and cooperation. The subject matter of mutual respect is crucial for fostering positive relationships among students and creating a harmonious learning environment. This research aims to assess how scaffolding can improve students' engagement and understanding of mutual respect.

The study adopts a qualitative approach with a classroom action research design. The action research methodology allows the researcher to identify specific teaching strategies and adjust them in real-time based on students' responses and progress. The research is conducted in two cycles, each consisting of four phases: planning, action, observation, and reflection.

In the first cycle, the researcher introduces the scaffolding method in teaching the mutual respect material. The initial step involves the teacher providing explicit instruction on the importance of mutual respect, using a variety of examples and real-life situations. During this phase, the teacher provides guidance to students, helping them recognize and understand the key concepts related to mutual respect. The teacher also uses visual aids, discussions, and group activities to help students actively engage with the material.

After the initial instruction, students are encouraged to participate in activities designed to practice mutual respect, such as role-playing scenarios where they demonstrate respectful behavior in different situations. The teacher closely observes and provides support as needed during these activities. The scaffolding technique involves gradually reducing the level of support as students gain confidence and competence in applying the concepts of mutual respect.

The second cycle builds upon the activities from the first cycle. Based on the observations and reflections from the first cycle, the researcher introduces more challenging activities that encourage students to apply mutual respect in real-life contexts. For example, students are given the opportunity to organize group discussions or collaborative projects where they must demonstrate mutual respect for each other's opinions and contributions. The teacher provides less direct guidance but offers support when necessary, encouraging students to work independently while still being available for assistance.

Throughout both cycles, the researcher collects data through direct observation of students' participation and behavior, as well as through field notes and student reflections. The students' progress is also assessed through formative assessments, such as quizzes or reflective journals, where students are asked to express their understanding of mutual respect and reflect on how they demonstrate it in their daily lives.

The findings from the first cycle indicate that the scaffolding method successfully engages students in learning about mutual respect. Students actively participate in the role-playing and group activities, demonstrating an increased understanding of the concept. However, some students still require additional guidance and practice to fully internalize the importance of mutual respect and to apply it consistently in different situations.

Based on these findings, the second cycle includes more opportunities for students to practice mutual respect in both structured and unstructured contexts. The teacher provides targeted support to those students who are struggling, offering individualized feedback and guidance to help them develop the necessary skills. The research highlights the importance of adjusting the level of support provided to students based on their progress, as scaffolding is most effective when it is tailored to each student's needs.

Data analysis from the second cycle reveals that most students show significant improvement in their understanding and application of mutual respect. They demonstrate greater awareness of how to respect others, listen actively, and engage in positive interactions with their peers. The students' behavior in group activities and discussions reflects a more respectful attitude, and they begin to display these behaviors outside the classroom as well.

The scaffolding method appears to be effective in promoting a deeper understanding of mutual respect, as students not only gain knowledge but also develop the skills to apply

this knowledge in their interactions. The gradual release of support allows students to take ownership of their learning, fostering a sense of responsibility and self-confidence.

In terms of academic outcomes, students' reflections and assessments show that they have a more comprehensive understanding of mutual respect. The ability to reflect on their own behavior and the behavior of others helps students internalize the value of respect and understand its role in building positive relationships. This shift in mindset is important for the development of students' character and social skills.

The teacher's role in providing scaffolding throughout the learning process is critical to the success of the method. By offering clear instructions, guidance, and support when needed, the teacher helps students navigate the challenges of learning new concepts and behaviors. The teacher's responsiveness to students' needs, as well as the gradual reduction of support, ensures that students are continuously challenged while still receiving the necessary resources to succeed.

Overall, the scaffolding method proves to be an effective approach in teaching the value of mutual respect. The research highlights that when students are provided with appropriate support, they can develop a deeper understanding of social values and apply them in real-life situations. The teacher's role is essential in creating a learning environment that encourages reflection, critical thinking, and active participation.

This study also suggests that scaffolding can be a powerful tool for teaching character education in schools. By applying scaffolding to the teaching of values such as mutual respect, educators can foster an environment in which students are motivated to engage with and internalize these important concepts. As students build their understanding of respect, they not only improve their social skills but also contribute to a positive school culture.

In conclusion, the implementation of the scaffolding method in teaching mutual respect to eighth-grade students at SMP Negeri 1 Gunung Malela proves to be an effective way to enhance students' understanding and application of this key value. The method encourages active participation, reflection, and the development of essential social skills. By adjusting the level of support based on individual student needs, scaffolding provides a flexible and dynamic framework for promoting character education in the classroom.

Future research could explore the long-term impact of scaffolding on students' behavior and character development. It may also be valuable to investigate the application of scaffolding in teaching other character values, such as empathy, cooperation, and responsibility, to further enhance students' social and emotional learning.

RESULTS

The study aimed to evaluate the impact of the scaffolding method on students' understanding and application of mutual respect in the classroom. Based on the data collected from both cycles of the intervention, the findings suggest a significant improvement in students' engagement, understanding, and ability to apply the concept of mutual respect. This section presents the key findings derived from observations, student assessments, and reflections.

At the beginning of the first cycle, students were introduced to the concept of mutual respect through direct instruction. During the initial phase of the scaffolding method, students showed limited understanding of the importance of respecting others. Many students could recognize the term "mutual respect" but struggled to articulate its application in everyday life. Their responses were often generic, and they were unable to provide concrete examples of how mutual respect could be practiced.

However, through scaffolding techniques, such as guided discussions, role-playing activities, and collaborative group tasks, students gradually began to understand how mutual respect manifested in different social contexts. The teacher's role was pivotal in scaffolding the learning process by providing clear explanations, posing reflective questions, and offering support during activities. In this first cycle, students began to

engage more actively in discussions about mutual respect and appeared more willing to share their thoughts with their peers.

The role-playing activities, where students were asked to act out scenarios demonstrating respectful and disrespectful behavior, were particularly effective in helping students connect theory to practice. By engaging in these role-plays, students could see firsthand how mutual respect influenced the quality of their interactions with others. However, the majority of students still needed more practice and encouragement to internalize the concept and apply it consistently. The second cycle of the study involved revisiting the mutual respect material, with adjustments based on the reflections and observations from the first cycle. In this phase, the teacher reduced the level of support provided to the students, encouraging them to take more ownership of their learning. Students were given more complex group activities where they had to work together, demonstrating mutual respect while completing collaborative tasks. These activities required students to engage in active listening, compromise, and show empathy toward their peers.

The second cycle also included an opportunity for students to reflect on their progress through individual journals. The journal entries allowed students to express their personal thoughts and experiences regarding mutual respect, both in the classroom and beyond. This reflection process revealed that students were becoming more aware of their behavior and its impact on others, demonstrating growth in their emotional and social intelligence. Throughout the second cycle, students' confidence in demonstrating mutual respect in various situations noticeably improved. In group discussions, students became more open-minded and tolerant of differing viewpoints, showing increased patience and understanding toward their peers. This shift in behavior was evident in both structured classroom activities and informal interactions during breaks or group work sessions.

By the end of the second cycle, students displayed a deeper understanding of mutual respect. They were able to recognize and articulate the importance of respecting others' opinions, even when they disagreed. The students were also able to provide specific examples of how they could practice mutual respect in different settings, such as at home, in the community, or in peer relationships. The data from the formative assessments, such as quizzes and journal entries, revealed that students had made significant progress in their understanding of mutual respect. The assessments showed that students were able to correctly identify respectful and disrespectful behaviors and explain the underlying values of respect. Moreover, students demonstrated improved communication skills, as they were more articulate in expressing their thoughts and feelings in group settings.

The teacher's observations also supported the findings of the assessments. Throughout the two cycles, the teacher noted that students' behavior in group activities became more respectful. They listened to each other more attentively, offered constructive feedback, and were less likely to interrupt or dismiss others' ideas. These changes in behavior were particularly noticeable in students who had initially struggled to engage in respectful dialogue.

Another important outcome of the research was the positive impact of the scaffolding method on students' self-esteem and confidence. As students became more competent in practicing mutual respect, they gained a greater sense of pride in their ability to contribute to a positive classroom environment. The act of gradually taking on more responsibility for their learning, while receiving support from the teacher, helped foster a sense of autonomy and self-assurance in their ability to respect others.

Furthermore, the collaboration between peers, encouraged by the scaffolding method, facilitated a supportive classroom environment. Students worked together on group activities and were able to provide feedback to one another, reinforcing the idea that mutual respect is a shared responsibility. This peer interaction created a sense of community in the classroom, as students learned to rely on each other and value the contributions of their classmates.

The scaffolding method also allowed for individualized support. Students who struggled with grasping the concept of mutual respect received additional guidance during one-on-one interactions with the teacher. This tailored support helped bridge the gap for students who needed extra assistance, ensuring that all students, regardless of their starting point, could progress and succeed in understanding and applying mutual respect.

Despite the overall success of the scaffolding method, some challenges remained. A small group of students continued to struggle with consistently applying mutual respect, especially in situations outside the classroom where they faced peer pressure or external influences. While the scaffolding method improved their theoretical understanding of respect, additional interventions may be required to help these students develop stronger behavioral habits in diverse social contexts.

The teacher's reflective notes also pointed out that while the method was generally effective, the process of scaffolding requires patience and time. It was observed that students needed multiple cycles of practice and reflection before they could fully internalize the value of mutual respect. The gradual release of responsibility was effective, but it also highlighted the need for ongoing support to ensure that students maintained and further developed the skills they had acquired.

The research also highlighted the importance of providing a safe and open learning environment. Students were more willing to express their thoughts, reflect on their behavior, and ask questions when they felt that the classroom was a supportive and non-judgmental space. The scaffolding method enabled the teacher to create such an environment by fostering positive relationships with students and encouraging open dialogue. The role of the teacher in providing appropriate support, while gradually reducing that support as students developed, was a key factor in the success of the intervention. The teacher used a range of scaffolding techniques, including prompting, questioning, modeling, and feedback, which allowed students to engage in critical thinking and problem-solving as they explored the concept of mutual respect.

The increased student participation in discussions and activities was another indicator of the effectiveness of the scaffolding method. As students became more confident in their understanding of mutual respect, they were more eager to participate in group discussions, share their ideas, and listen to others. The scaffolding method helped students move from passive recipients of knowledge to active participants in the learning process. Furthermore, the research findings suggest that scaffolding not only improved students' understanding of mutual respect but also fostered a positive classroom climate. As students practiced mutual respect in both structured and unstructured settings, the overall classroom atmosphere became more cooperative, inclusive, and respectful. This positive shift in classroom culture benefited all students, as they were more motivated to engage in learning and form stronger relationships with their peers.

The final assessment data from the second cycle revealed that the majority of students had successfully internalized the concept of mutual respect. Students demonstrated an increased ability to recognize respectful behavior, engage in productive dialogues, and apply the value of respect in their daily interactions. These outcomes suggest that the scaffolding method was effective in promoting the development of critical social skills and values. Overall, the research provides compelling evidence that the scaffolding method is an effective tool for teaching mutual respect. By providing structured support and gradually releasing responsibility to students, the teacher was able to help students gain a deeper understanding of the importance of mutual respect. The method not only improved students' academic learning but also contributed to their social and emotional growth, fostering a positive and respectful classroom environment.

The positive changes observed in students' behavior and their understanding of mutual respect indicate that the scaffolding method can be a valuable approach in teaching character education. This research suggests that similar methods could be implemented in other schools to promote values such as empathy, cooperation, and responsibility, contributing to the overall development of students' character and interpersonal skills. In

conclusion, the findings from this research demonstrate that the scaffolding method significantly improved students' learning outcomes related to mutual respect. The method's ability to provide support and gradually release responsibility helped students develop both an understanding of and the ability to practice mutual respect. These results support the use of scaffolding as an effective pedagogical strategy in character education programs, with the potential to improve social interactions and foster a positive learning environment.

DISCUSSION

This study set out to explore the effectiveness of the scaffolding method in enhancing students' understanding and application of mutual respect. The results from both cycles of the intervention indicate that the scaffolding method plays a significant role in improving students' engagement, understanding, and behavior regarding mutual respect. The findings from this study confirm that scaffolding can be a highly effective pedagogical approach in teaching social and character values in the classroom. One of the key findings of this research was the gradual improvement in students' understanding of mutual respect. At the start of the first cycle, students demonstrated a superficial understanding of mutual respect. Many could define respect in broad terms but struggled to identify specific actions or behaviors that represented mutual respect. This aligns with prior research, which suggests that concepts like respect often remain abstract to young learners without concrete examples and opportunities for practice. The scaffolding method provided the support students needed to make the concept more tangible and relatable by incorporating activities that required them to apply the concept in real-life scenarios.

The scaffolding method's effectiveness in this study can be attributed to its incremental approach. By breaking down complex ideas into smaller, manageable steps and providing support along the way, students were able to develop a deeper understanding over time. In the beginning, the teacher's role was central in guiding students through structured discussions, role-playing, and group activities. These activities allowed students to engage with the concept of mutual respect from multiple angles, reinforcing their learning. Gradually, the teacher reduced their level of involvement, empowering students to demonstrate respect independently in both classroom and social contexts.

The role-playing activities, which were part of the scaffolding strategy, played a critical role in helping students connect theoretical concepts with real-world applications. In role-playing scenarios, students could embody respectful or disrespectful behaviors, giving them a hands-on experience of the impact of their actions on others. This aligns with the social constructivist theory, which suggests that learning is more meaningful when students actively engage with the content rather than passively receiving information. Through role-playing, students practiced problem-solving, conflict resolution, and empathetic listening, which are essential components of mutual respect.

Furthermore, the scaffolding method provided a platform for students to gradually take ownership of their learning. In the first cycle, students relied heavily on the teacher's guidance and support, but as the second cycle progressed, they began to show more initiative in applying mutual respect without prompting. This shift was evident in group discussions and peer interactions, where students actively listened, showed empathy, and engaged in more respectful dialogues. The scaffolding process encouraged this transition by gradually releasing responsibility to the students and fostering their confidence in applying their learning.

The data collected from student reflections and journals in the second cycle further supports the idea that scaffolding helps students internalize social values. As students reflected on their behavior and interactions, they became more aware of the importance of mutual respect and its role in their daily lives. This reflective process allowed them to

connect what they had learned in the classroom to their personal experiences, reinforcing the practical application of mutual respect in various settings. Reflective journaling is a powerful tool for promoting self-awareness and encouraging metacognition, which are critical for social and emotional development. Additionally, the second cycle of the study showed that students were able to demonstrate mutual respect more consistently in diverse situations. By taking part in collaborative activities, students were encouraged to respect differing opinions, work together towards a common goal, and practice active listening. This level of engagement was a significant improvement from the first cycle, where many students struggled to consistently demonstrate respectful behavior. The scaffolding method, through its gradual increase in difficulty and responsibility, enabled students to build confidence in their ability to apply mutual respect beyond the classroom.

The positive impact of scaffolding on students' social interactions was also reflected in their behavior during informal, unstructured times. While students initially exhibited disruptive behavior during breaks or free time, by the end of the study, there was a noticeable shift toward more respectful and cooperative interactions. This change suggests that the scaffolding method had a broader influence than just academic learning, extending to students' social behavior and relationships. Such improvements are in line with research that highlights the importance of character education in fostering prosocial behavior, which can positively affect students' overall development.

One of the most significant observations from the study was the increase in students' confidence and self-esteem as a result of their involvement in scaffolding activities. As students gained a better understanding of mutual respect and began to apply it in various contexts, they expressed a greater sense of pride in their ability to positively influence their social environment. This aligns with self-determination theory, which posits that providing students with the autonomy to engage in meaningful learning experiences fosters a sense of competence and intrinsic motivation. The scaffolding method, by allowing students to gradually take on more responsibility, facilitated this sense of autonomy and contributed to their growing self-confidence.

The teacher's role in providing appropriate support while also stepping back to allow for independent learning was crucial to the success of this intervention. The teacher acted as a guide, offering prompts, feedback, and encouragement while also giving students the space to experiment with applying mutual respect on their own. This balance of support and independence is one of the core principles of scaffolding, and it was evident in how students responded positively to the learning environment created. The teacher's responsive approach allowed for a more personalized learning experience, which is especially important in a diverse classroom with varying levels of student engagement.

However, the study also highlighted some challenges. While the majority of students made significant progress, a small group continued to struggle with consistently demonstrating mutual respect, particularly in less structured situations outside of classroom activities. This suggests that while scaffolding can improve understanding and application of concepts, there may be a need for additional interventions to address students who face more significant barriers to internalizing social values. Some students may require additional guidance or alternative strategies to help them overcome personal challenges that hinder their ability to practice respect in all situations.

Moreover, the gradual reduction of teacher support was effective, but it also emphasized the importance of providing ongoing reinforcement for students. Although many students were able to apply mutual respect independently by the end of the study, periodic reminders and reinforcements could help maintain the positive behaviors and values learned. This finding suggests that scaffolding should be viewed as a dynamic process that may need to be revisited to ensure long-term retention and application of social skills.

The peer interactions facilitated by the scaffolding method were another key factor contributing to the success of this intervention. Collaborative activities provided students with the opportunity to learn from one another, share ideas, and practice mutual respect

in real-world settings. Peer learning has been shown to enhance social learning, as students often benefit from hearing diverse perspectives and engaging in discussions that challenge their thinking. In this study, students who were more confident in their understanding of mutual respect often took on leadership roles in group activities, helping to model respectful behaviors for their peers.

Additionally, the positive classroom climate that developed throughout the intervention was indicative of the scaffolding method's effectiveness. As students practiced mutual respect in a supportive environment, they began to exhibit more cooperative and inclusive behaviors. The classroom became a space where students felt valued and understood, which contributed to a more harmonious learning environment. A positive classroom climate is crucial for fostering effective learning and personal growth, and the scaffolding method played a significant role in cultivating this atmosphere.

The findings of this study are consistent with existing research on the benefits of scaffolding in promoting social and emotional learning. The scaffolding method, by providing structured support and allowing for gradual independence, was effective in helping students internalize and apply complex social values like mutual respect. This approach not only improved students' academic performance but also contributed to their personal development, fostering positive relationships and a sense of community within the classroom.

In terms of future implications, this study suggests that scaffolding can be an effective strategy for teaching other important character values, such as empathy, responsibility, and cooperation. Character education programs that incorporate scaffolding methods may be more successful in helping students not only understand these values but also apply them in their everyday lives. Educators can use this approach to create a more engaging and supportive learning environment, where students feel empowered to take ownership of their social and emotional growth.

Moreover, the success of this study underscores the importance of integrating character education into the curriculum. Teaching values such as mutual respect is essential for students' overall development and their ability to navigate social interactions. By using scaffolding as a method for teaching these values, educators can help students build strong social skills that will serve them well throughout their academic careers and beyond. In conclusion, this study provides strong evidence that the scaffolding method is an effective approach to teaching mutual respect in middle school classrooms. The method facilitated a deeper understanding of the concept, increased student engagement, and promoted positive social behavior. As a result, scaffolding offers a promising strategy for enhancing character education and fostering a respectful and supportive learning environment for all students.

The second cycle of the study, which involved reducing the level of teacher support and increasing student responsibility, demonstrated the effectiveness of the gradual release model of scaffolding. By allowing students to take on more responsibility for their learning, they gained a sense of ownership over their behavior and attitudes. This increased autonomy helped build students' confidence in their ability to demonstrate mutual respect without needing continuous guidance from the teacher. This shift not only improved students' academic engagement but also contributed to their personal growth. One of the key factors contributing to the success of the scaffolding method in this study was the teacher's role. The teacher's ability to provide appropriate support, feedback, and encouragement at the right moments was essential for the students' success. This flexible support allowed students to make mistakes, learn from them, and gradually improve their understanding and application of mutual respect. The teacher's responsiveness to students' needs also fostered a supportive classroom environment, where students felt comfortable practicing new behaviors and expressing their thoughts without fear of judgment.

Students' reflective journaling was another significant aspect of the scaffolding process. By reflecting on their behavior and interactions with others, students developed

greater self-awareness and a deeper understanding of how mutual respect could be practiced in their daily lives. The act of writing about their experiences helped students internalize the lessons learned in class and apply them more consistently in various situations. Reflection is an essential part of scaffolding, as it encourages students to think critically about their learning and personal development.

The collaborative activities incorporated into the scaffolding process also contributed to the success of the intervention. Group discussions, peer feedback, and cooperative tasks gave students the opportunity to practice mutual respect in real-time. As students worked together to solve problems or share ideas, they learned how to respect differing viewpoints, listen actively, and contribute to a positive group dynamic. These peer interactions helped students strengthen their social relationships and build a sense of community within the classroom. The positive changes in students' behavior extended beyond the classroom. Many students reported applying the principles of mutual respect in their home lives, with several mentioning improved relationships with family members and friends. This suggests that the skills learned through the scaffolding method had a broader impact on students' social interactions, demonstrating the potential of character education to shape students' behavior in various aspects of their lives.

The results of the study also highlight the potential of scaffolding as an effective approach for teaching other character values, such as empathy, responsibility, and cooperation. The gradual release of responsibility and the focus on active engagement and reflection are strategies that can be adapted to teach other essential life skills. Educators can use scaffolding to help students internalize and apply a wide range of social and emotional skills, ultimately contributing to their holistic development.

However, it is important to note that some students continued to struggle with consistently applying mutual respect, especially in situations outside of the classroom where external influences, such as peer pressure, might have played a role. While scaffolding was effective in promoting understanding and application within the controlled classroom setting, further interventions may be necessary to support these students in translating their learning into other contexts. It may be helpful to provide additional strategies or reinforcement to help students deal with challenges that arise outside of the classroom. Despite these challenges, the overall impact of the scaffolding method was overwhelmingly positive. Most students showed significant improvement in their understanding of mutual respect, and many demonstrated lasting changes in their behavior. The gradual nature of scaffolding, with its emphasis on active learning, reflection, and peer interaction, proved to be an effective way to help students develop critical social skills and values.

The scaffolding method also contributed to creating a more inclusive and cooperative classroom environment. As students practiced mutual respect, they began to value each other's opinions, listen attentively, and engage in more respectful and meaningful conversations. This shift in classroom dynamics fostered a positive and supportive learning environment, where students were more motivated to participate and collaborate with their peers. A respectful classroom environment is crucial for creating an atmosphere where all students feel valued and are able to learn effectively. The research also underscores the importance of integrating character education into the broader curriculum. Teaching values such as mutual respect should not be viewed as an isolated activity but as a key component of students' overall education. Character education, when effectively implemented through methods like scaffolding, can enhance not only students' academic performance but also their personal and social development, helping them become responsible, empathetic, and respectful individuals.

As a result, the findings from this study suggest that scaffolding is a promising approach for teaching mutual respect and other character values. Its flexibility, ability to engage students actively, and focus on reflective learning make it an effective method for promoting social and emotional growth in students. The positive outcomes from this

research can serve as a model for other schools seeking to implement character education programs and improve students' interpersonal skills.

In conclusion, the scaffolding method significantly improved students' understanding and application of mutual respect at SMP Negeri 1 Gunung Malela. By providing appropriate support, fostering student independence, and encouraging reflection, scaffolding enabled students to internalize and practice mutual respect in various contexts. The method's success highlights the value of character education in shaping students' social and emotional development, and suggests that scaffolding can be an effective tool for promoting a respectful and supportive classroom environment.

CONCLUSION

This study aimed to investigate the effectiveness of the scaffolding method in improving students' learning outcomes related to mutual respect in the classroom at SMP Negeri 1 Gunung Malela. Based on the data collected through various means, including student assessments, reflections, and behavioral observations, it can be concluded that the scaffolding method significantly contributed to enhancing students' understanding and application of mutual respect. The scaffolding method, which involves providing structured support to students and gradually reducing that support as they gain independence, proved to be highly effective in promoting students' social and emotional learning. In this study, students initially demonstrated a limited understanding of mutual respect. However, through the scaffolding method, which included discussions, role-playing, group activities, and reflective journaling, students were able to internalize and apply the concept of mutual respect both in and outside the classroom. A key finding of the research was that scaffolding helped make the abstract concept of mutual respect more tangible for students. Initially, many students struggled to articulate how respect could be demonstrated in everyday situations. The role-playing activities provided them with concrete examples of respectful and disrespectful behavior, which allowed students to engage more deeply with the material. These activities were crucial in helping students move from theoretical knowledge to practical application, which aligns with social constructivist principles that emphasize the importance of active, hands-on learning. Another important outcome was the gradual shift in students' behavior throughout the intervention. At the start of the study, some students exhibited behaviors that were not consistent with mutual respect, such as interrupting peers, dismissing others' opinions, and showing a lack of consideration for feelings. However, by the end of the study, students demonstrated improved social skills, including better listening, patience, and empathy toward their classmates. The scaffolding method encouraged these changes by providing students with opportunities to practice respectful behaviors in both structured and unstructured settings.

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