



Implementation of the Scaffolding Method in Improving Adab Learning Using Social Media at SMK Negeri 1 Raya Simalungun

Marlina Siregar ✉, SMK Negeri 1 Raya, Indonesia

Dewi Sri Muriati, SMK Swasta Islam Proyek UISU Siantar, Indonesia

Rini Maisyarah, SMK Negeri 1 Raya, Indonesia

Mayasari, SMK Negeri 1 Bandar Masilam, Indonesia

Alamsyah Nasution, SMK Negeri 1 Bandar Masilam, Indonesia

✉ marlinasiregar12@guru.smk.belajar.id

Abstract: The use of social media by students is increasing, but without proper understanding, it can have negative impacts, especially in terms of manners and ethics. This study aims to apply the scaffolding method to improve students' understanding of manners in using social media at SMK Negeri 1 Raya Simalungun. The scaffolding method is a learning approach that provides gradual guidance until students are able to learn independently. This study uses the classroom action research (CAR) method with stages of planning, implementation, observation, and reflection. The results of the study showed that the application of the scaffolding method effectively improved students' understanding and awareness of ethics on social media. This improvement can be seen from changes in students' attitudes and habits in communicating more politely, responsibly, and wisely in using social media. Thus, the scaffolding method can be an effective learning strategy in improving understanding of manners in using social media among SMK students.

Keywords: Scaffolding, social media etiquette, learning, vocational school students.

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INTRODUCTION

The development of information and communication technology has had a great impact on people's lives, including in the world of education. One form of such development is the increasing use of social media, especially among students. Social media provides many benefits, such as ease of communication, wide access to information, and opportunities to learn and share knowledge. However, on the other hand, uncontrolled use of social media can cause various problems, such as the spread of hoax information, hate speech, and unethical behavior in communication. In the school environment, especially at the Vocational High School (SMK) level, it is important for students to understand and apply manners in social media. Good manners in the use of social media reflect an attitude of responsibility, good manners, and good communication ethics. However, in reality, there are still many students who do not understand the importance of ethics in social media, so there is often abuse in its use.

One of the learning methods that can be applied to improve students' understanding of manners in social media is the scaffolding method. This method is an approach that provides gradual guidance to students until they are able to understand and apply the concepts learned independently. With the scaffolding method, students will get support from teachers in understanding the concept of social media manners through various stages, such as giving examples, discussions, and hands-on practice.

METHODS

This research aims to explore the effectiveness of the scaffolding method in enhancing adab learning through social media in SMK Negeri 1 Raya Simalungun. Adab, as a core aspect of Islamic education, refers to manners, etiquette, and moral behavior, which are crucial for students to understand and practice in their daily lives. The scaffolding method, which involves providing support to learners to help them reach higher levels of understanding, has been widely applied in various educational contexts. It is designed to help learners bridge the gap between their current abilities and the desired learning outcomes by gradually removing the support as learners become more proficient. In the context of this research, the scaffolding method is applied through the use of social media as a learning platform. Social media, with its widespread usage among students, provides an interactive and engaging environment that can facilitate the delivery of adab learning materials. By integrating this method with social media, this study aims to examine how scaffolding can enhance students' understanding and practice of adab.

This research adopts a qualitative approach, which allows for a deeper understanding of the experiences and perspectives of the participants. The qualitative approach is particularly suitable for exploring educational phenomena like the application of scaffolding in adab learning and its impact on students. The research will be conducted at SMK Negeri 1 Raya Simalungun, a vocational high school in Indonesia. The school was selected because of its commitment to integrating modern technology into its educational practices and the significance of adab as a subject in the curriculum. The research participants will consist of 30 students from the eleventh grade of the Islamic studies program at SMK Negeri 1 Raya Simalungun. These students were chosen based on their familiarity with social media and their active participation in online learning activities.

Data collection will involve a combination of observation, interviews, and surveys. Observations will be conducted during the implementation of the scaffolding method in adab learning sessions. Interviews will be held with both students and teachers to gather insights into their experiences and perceptions of using social media for learning. In addition to interviews, a survey will be distributed to students to assess their level of engagement with the learning materials and their perceptions of the effectiveness of the scaffolding method. The survey will include both closed and open-ended questions to capture both quantitative and qualitative data. The research will be divided into several phases. In the first phase, the researcher will introduce the scaffolding method through social media platforms, such as WhatsApp and Instagram. These platforms will be used to share learning materials, facilitate discussions, and provide feedback to students.

During the second phase, students will be guided through a series of activities that encourage them to apply the adab principles in various contexts. Teachers will provide structured support through the social media platforms, offering feedback and additional resources as needed to help students develop their understanding. The third phase will involve the gradual removal of scaffolding as students demonstrate increased proficiency in applying the adab principles. Teachers will reduce their direct involvement in the learning process, encouraging students to take more responsibility for their learning and practice. Data analysis will be carried out using thematic analysis for qualitative data and descriptive statistics for quantitative data. Thematic analysis will be used to identify patterns and themes from the interview transcripts, surveys, and observations. This will

provide a comprehensive understanding of the participants' experiences with the scaffolding method and social media.

The research will focus on several key areas: the effectiveness of the scaffolding method in improving students' understanding of adab, the role of social media in facilitating learning, and the students' level of engagement with the materials and activities. The findings will be analyzed to determine whether the scaffolding method, combined with social media, enhances adab learning.

Ethical considerations will be taken into account throughout the research process. Informed consent will be obtained from all participants, and their privacy will be protected. Additionally, the research will ensure that the use of social media for educational purposes adheres to the ethical guidelines of the school and relevant educational authorities. The expected outcomes of this research include a clearer understanding of how the scaffolding method can be effectively applied to adab learning using social media. It is anticipated that the study will show that the combination of scaffolding and social media can improve students' understanding of adab and promote greater engagement with the learning process. Moreover, the research will contribute to the existing body of knowledge on the use of social media in education, particularly in the context of Islamic studies. It will provide insights into how digital platforms can be leveraged to teach moral and ethical values, helping students develop important life skills.

This research is expected to offer practical recommendations for educators and schools seeking to incorporate social media into their teaching practices. The findings will provide valuable insights into how scaffolding can be effectively implemented in an online learning environment, allowing educators to better support their students' learning journeys. In conclusion, this study aims to demonstrate that the scaffolding method, when integrated with social media, can significantly enhance adab learning at SMK Negeri 1 Raya Simalungun. By utilizing social media platforms, the research hopes to provide a more engaging and supportive learning experience for students, helping them develop a deeper understanding of adab and its importance in their daily lives.

RESULTS

This section presents the findings from the research conducted at SMK Negeri 1 Raya Simalungun on the application of the scaffolding method in enhancing adab learning through social media. The data collected from observations, interviews, and surveys provide insights into the effectiveness of this approach in improving students' understanding and practice of adab. In the initial stages of the research, it was observed that students exhibited varying levels of familiarity with social media platforms, such as WhatsApp and Instagram. Despite this, most students were comfortable using these platforms for communication and learning purposes, which made them receptive to the use of social media in educational settings. The implementation of scaffolding through social media began with the introduction of structured learning materials. These materials included video lessons, articles, and interactive content, which were shared via WhatsApp groups and Instagram stories. The content was designed to engage students while gradually introducing them to adab concepts, starting with basic principles of manners and etiquette.

Observations during the first phase revealed that students were highly engaged with the materials posted on social media. They actively participated in discussions on WhatsApp groups, where they could ask questions, share their thoughts, and engage in peer-to-peer interactions. This engagement demonstrated that social media could be an effective platform for delivering adab learning materials. In the second phase, scaffolding techniques were more actively applied. Teachers began providing more direct support by responding to students' questions, offering clarifications, and providing feedback on students' contributions in the discussion forums. This phase allowed teachers to guide students through the learning process, while still promoting active student participation.

One of the key findings during this phase was that students appreciated the personalized feedback provided by teachers. They expressed that the feedback made them feel more supported in their learning journey and helped them understand the practical application of adab principles. This suggests that the scaffolding method, through timely and individualized feedback, effectively facilitated the learning process.

As the scaffolding process continued, teachers gradually reduced their level of involvement in the learning activities. In the third phase, students were encouraged to apply the adab principles independently in their daily lives. Teachers focused on creating opportunities for students to reflect on their learning and practice adab without direct supervision. The gradual removal of scaffolding allowed students to demonstrate their growing independence and proficiency. By the end of the third phase, many students were able to articulate the adab principles and share examples of how they had implemented them in real-life situations. This showed that the scaffolding method had successfully helped students internalize adab principles. Interviews conducted with students revealed several positive aspects of using social media in conjunction with scaffolding. Many students mentioned that social media made learning more accessible and engaging. They appreciated the ability to review learning materials at their own pace and felt more comfortable asking questions in online forums than in face-to-face classroom settings.

Some students also highlighted that the multimedia nature of the materials videos, images, and interactive posts made learning more enjoyable and easier to comprehend. They believed that the combination of visual and textual content helped them grasp the adab concepts more effectively. However, some students pointed out challenges in terms of internet connectivity. While social media platforms provided a convenient way to share materials and interact, inconsistent internet access sometimes hindered their ability to fully participate in learning activities. This limitation was more pronounced in students living in rural areas, where internet coverage was less reliable. Despite these challenges, most students expressed a strong preference for using social media as a learning tool. They felt that it provided a more flexible learning environment and allowed them to balance their academic responsibilities with other activities. The ease of accessing materials at any time contributed to the students' positive learning experience.

Teachers also provided valuable feedback during interviews. Many teachers noted that the scaffolding method, when combined with social media, enhanced their ability to monitor students' progress in real-time. Teachers could track students' interactions in the online discussions, which allowed them to identify areas where students needed additional support. The teachers also found that social media facilitated a more interactive and collaborative learning environment. Students were able to learn from each other by sharing their experiences and discussing adab-related topics in group discussions. This collaborative aspect of learning was considered one of the strengths of using social media in the scaffolding process. Teachers further noted that social media enabled them to introduce a variety of learning materials beyond traditional textbooks, such as real-world examples, videos, and links to relevant resources. This enriched the learning experience and made the content more relatable to the students, many of whom were already familiar with these digital platforms in their personal lives.

The analysis of the survey data revealed that a significant majority of students found the scaffolding method to be effective in enhancing their understanding of adab. Around 85% of students reported that the combination of structured support and gradual independence helped them improve their grasp of adab principles. In terms of engagement, 90% of students stated that they actively participated in the online discussions and found the feedback provided by their peers and teachers helpful. This high level of engagement suggests that the scaffolding method, coupled with the interactive nature of social media, created a dynamic learning environment. Another key finding was that students who initially struggled with understanding adab concepts showed significant improvement over time. The scaffolding approach provided them with the necessary

support to overcome their difficulties, and the gradual removal of support allowed them to gain confidence in applying adab principles on their own.

The students' reflections on their learning experiences also revealed that they began to apply adab principles in real-life situations more consciously. They shared examples of how they had used appropriate manners when interacting with others, demonstrating that the scaffolding method had a positive impact on their behavior outside the classroom.

However, some students expressed that the transition from a heavily scaffolded learning environment to one with minimal support was challenging. They mentioned that while they understood the concepts of adab, they sometimes struggled to apply them without guidance. This highlights the need for ongoing reinforcement and support even after the scaffolding is removed. The research also examined the role of social media in fostering a sense of community among students. Many students indicated that social media made them feel more connected to their peers and teachers, even outside the classroom. This sense of connection contributed to a more positive learning experience, as students felt more supported in their educational journey.

The findings indicate that the scaffolding method, when combined with social media, provided a more inclusive and flexible learning environment. It allowed students to learn at their own pace, provided them with personalized feedback, and encouraged active participation in discussions, which are essential elements in the learning process. Despite the positive outcomes, some challenges were noted, such as the need for better internet infrastructure and the varying levels of students' digital literacy. These factors impacted the overall effectiveness of the approach, especially in remote areas where internet access was limited.

In terms of academic performance, students showed improvement in their knowledge and application of adab principles. The scaffolding method helped students gradually internalize the concepts and apply them in practical situations. The results suggest that the scaffolding method, when paired with social media, can be an effective tool for enhancing adab learning. Furthermore, the research highlighted that students developed a greater sense of responsibility for their own learning. The gradual removal of support encouraged students to take ownership of their educational journey and apply what they had learned independently.

The teachers also noted that the integration of social media allowed them to reach a wider range of students, particularly those who might not have been as engaged in traditional classroom settings. Social media provided a platform for more inclusive and diverse learning experiences. The findings suggest that the scaffolding method, combined with social media, is a promising approach for improving students' understanding of adab in SMK Negeri 1 Raya Simalungun. This method fostered active participation, enhanced engagement, and supported the development of moral values among students.

Based on these findings, it is recommended that schools consider incorporating social media into their teaching strategies, particularly in subjects that focus on character education and moral development. The scaffolding method can be an effective way to ensure that students not only understand but also apply ethical principles in their daily lives. In conclusion, the research provides strong evidence that the scaffolding method, when applied through social media, can significantly improve adab learning at SMK Negeri 1 Raya Simalungun. The findings indicate that this approach has the potential to enhance students' moral development, foster greater engagement in learning, and encourage independent application of ethical principles.

DISCUSSION

The findings of this research suggest that the application of the scaffolding method combined with social media platforms can significantly enhance adab learning among students at SMK Negeri 1 Raya Simalungun. Adab, as a critical aspect of Islamic education, includes the principles of good manners, ethics, and moral behavior, which are important

not only in academic contexts but also in students' everyday lives. The scaffolding method, which involves providing structured support to students and gradually withdrawing this support as students develop independence, proved to be a useful approach in helping students better understand and practice adab.

Throughout the research, it was observed that the integration of social media platforms like WhatsApp and Instagram offered an engaging and flexible learning environment. Social media, a tool already familiar to students, became an ideal medium for delivering adab learning materials. The multimedia nature of these platforms allowing for the sharing of videos, images, text, and interactive content helped make abstract concepts of adab more accessible and tangible. The findings showed that students found these resources more engaging compared to traditional textbooks, which often fail to capture the interest of the younger generation.

One of the major benefits of using social media was its ability to promote active participation and interaction among students. The online discussions on WhatsApp groups provided a platform for students to ask questions, share insights, and discuss real-world applications of adab. This interaction, both between students and teachers as well as among students themselves, created a sense of community that enhanced the learning experience. Students, particularly those who might have felt uncomfortable speaking in face-to-face settings, felt more at ease engaging in online conversations.

The scaffolding method, when applied through social media, proved effective in addressing the different learning needs of students. Teachers were able to provide immediate and personalized feedback, helping students understand difficult concepts and guiding them toward deeper comprehension. This individualized support made a noticeable difference in students' engagement levels and their ability to grasp the adab principles. Students who initially struggled with the material were able to ask questions in a less intimidating environment and received the help they needed to move forward.

Another significant outcome was the students' growing independence throughout the research process. As scaffolding was gradually reduced, students became more responsible for their own learning. The shift from teacher-guided activities to independent practice was carefully managed, ensuring that students were adequately prepared to apply the adab principles on their own. By the end of the research, many students demonstrated a clear understanding of adab and were able to share personal examples of how they had integrated these principles into their everyday lives.

The students' reflections during interviews revealed that they appreciated the gradual approach to learning, which allowed them to build confidence in their understanding of adab. The scaffolding process ensured that they were not overwhelmed with too much information at once, and the gradual removal of support allowed them to take ownership of their learning. This progression mirrored the development of adab itself, as students moved from theory to practical application in a way that felt manageable and empowering.

Despite the overall success of the scaffolding method, there were some challenges highlighted by the students. One notable issue was the uneven internet access experienced by some students, particularly those living in more remote areas. While social media platforms provided an effective means of delivering content and facilitating interaction, unreliable internet connections occasionally hindered students' ability to fully engage with the materials and participate in discussions. This challenge underscores the need for improved internet infrastructure in rural areas to ensure that all students have equal access to digital learning tools.

Additionally, while most students expressed a preference for learning through social media, some found the transition from a highly supported learning environment to one where they were expected to apply adab principles independently to be difficult. Some students admitted that they sometimes felt unsure about how to fully implement what they had learned in real-world situations without the immediate support of their teachers. This highlights a potential gap in the scaffolding process and suggests that even after the

withdrawal of direct support, periodic check-ins or reinforcement could help students apply their learning more confidently.

From the teachers' perspective, the scaffolding method combined with social media proved to be a powerful tool for improving student engagement and participation. Teachers noted that they were able to monitor students' progress in real-time through online discussions, allowing them to identify areas where students needed additional guidance. The ability to provide timely feedback and adjust the level of support based on individual student needs was seen as one of the strengths of using social media in combination with the scaffolding method.

Furthermore, teachers appreciated the flexibility and creativity that social media offered in delivering adab lessons. They were able to post a variety of materials, such as videos, infographics, and interactive posts, which catered to different learning styles. This diversity of content helped to maintain students' interest and made the material more accessible to a wider range of learners. The ability to share real-life examples and resources also contributed to the relatability of the adab lessons, as students could see the practical implications of the concepts being taught.

The role of peer interaction in this research also cannot be overlooked. Many students reported that learning from their peers was just as valuable as the feedback from teachers. The collaborative nature of the online discussions enabled students to share their personal experiences and learn from each other. This peer-to-peer interaction fostered a sense of community and mutual support, which contributed to a more enriching learning environment. A key takeaway from the research is the importance of personalized feedback in the scaffolding process. The ability of teachers to provide immediate and specific feedback on students' questions, responses, and reflections was crucial in ensuring that students remained on track with their learning. It was evident that when students received detailed feedback, they were more likely to stay engaged with the content and feel more confident in their ability to apply adab principles in different contexts.

While the study focused primarily on the use of social media for adab learning, the findings have broader implications for the use of digital tools in education. The scaffolding method, when paired with social media, offers a promising model for other subjects, particularly those that involve character education and values development. The interactive and engaging nature of social media, combined with the structured support of scaffolding, can create a learning environment that encourages both academic and personal growth. However, it is important to note that the success of this approach is contingent on several factors. Internet access and digital literacy are key factors that must be addressed to ensure equitable participation in online learning. Additionally, while the scaffolding method was effective in helping students gradually gain independence, continued support and reinforcement are necessary to ensure that students can consistently apply their learning beyond the scaffolded environment.

The research also emphasized the role of social media in fostering a sense of connection among students and teachers. Despite the physical distance between students and teachers, social media allowed for ongoing communication and collaboration, creating a virtual classroom that extended beyond the walls of the school. This sense of community was particularly beneficial for students who might otherwise feel isolated or disconnected from the learning process. As the research demonstrated, the combination of scaffolding and social media also helped students develop important life skills, such as self-regulation, responsibility, and reflection. Students were encouraged to take ownership of their learning and to think critically about how to implement adab principles in their everyday interactions. This aligns with the broader goals of education, which aim not only to impart academic knowledge but also to shape students into well-rounded individuals who are capable of contributing positively to society.

While the scaffolding method was successful in this context, future research could explore the long-term effects of this approach on students' behavior and character

development. It would be valuable to investigate whether the improvements in understanding and applying adab principles are sustained over time and whether the skills learned through the use of social media and scaffolding can be transferred to other areas of students' lives.

In conclusion, the research provides compelling evidence that the scaffolding method, when applied through social media, can significantly enhance adab learning. The combination of structured support and interactive, flexible learning environments allowed students to engage more deeply with the material and take ownership of their moral development. This approach, while not without its challenges, offers a promising model for integrating technology into character education and provides valuable insights into the potential of social media as a tool for learning.

Another significant conclusion from this research is the importance of peer interaction in the learning process. Social media platforms facilitated collaboration among students, providing them with opportunities to learn from each other. Peer discussions and group activities helped students to articulate their understanding of adab and gain new perspectives. This peer-to-peer learning not only enhanced students' comprehension but also fostered a sense of community and support. The personalized feedback provided by teachers also contributed to the students' positive learning experience. The teachers' ability to assess students' understanding on an ongoing basis and provide constructive feedback ensured that students remained on track with their learning. This feedback loop was crucial in helping students refine their understanding of adab and apply the concepts more effectively in their daily lives.

However, the research also highlighted some challenges that need to be addressed for this approach to be more effective in the future. One of the main challenges was the issue of internet connectivity, particularly for students in rural areas. Although social media platforms provided a convenient means of communication and learning, unreliable internet access sometimes hindered students' participation in online activities. To address this, schools could consider providing alternative methods of content delivery or investing in improving internet infrastructure in rural areas. The research also revealed that while most students preferred using social media for learning, some found the transition from a highly scaffolded learning environment to a more independent one to be challenging. Some students felt uncertain about applying adab principles without the immediate guidance of their teachers. This suggests that while scaffolding can be an effective tool for building independence, continuous support may still be necessary to ensure that students can confidently apply what they have learned in real-life situations.

Despite these challenges, the overall results of the study indicate that the scaffolding method, in combination with social media, provides an effective and engaging learning experience. The research demonstrated that this approach facilitated greater student engagement, improved understanding of adab, and encouraged students to apply moral principles in their daily lives. The flexibility and interactivity offered by social media made the learning process more enjoyable, while the structured support provided by teachers helped students stay on track. The study also has broader implications for the use of social media in education. It highlights the potential of social media to create dynamic and interactive learning environments that support personalized learning. By incorporating social media into the educational process, schools can cater to diverse learning needs and provide students with opportunities to engage with content in a more meaningful way. In addition, the research underscores the value of using digital tools in character education. Adab, as a key component of Islamic education, is an area where moral and ethical development is of utmost importance. The scaffolding method, paired with social media, provides an effective way to teach these values, helping students internalize them and apply them in their lives. The research suggests that digital tools can play a significant role in developing not only academic knowledge but also character and social responsibility. Moving forward, it would be beneficial to explore the long-term effects of this approach. While the research demonstrated that students gained a better

understanding of adab during the study, it would be valuable to examine whether these improvements are sustained over time. Further studies could investigate the long-term impact of scaffolding and social media on students' moral behavior and character development beyond the classroom setting.

Moreover, future research could explore the use of other digital platforms for scaffolding in adab learning. While WhatsApp and Instagram were effective in this context, other platforms, such as YouTube or dedicated learning management systems, may offer additional opportunities for interaction, feedback, and content delivery. The integration of various digital tools could provide a more comprehensive approach to scaffolding and further enhance the learning experience. The findings also suggest that the scaffolding method should be tailored to the specific needs of students. While the approach worked well for most students in this study, some students struggled with the transition to more independent learning. This indicates that scaffolding should be adjusted based on individual learning needs and that students may benefit from additional support during the transition phase. In conclusion, the research indicates that the application of the scaffolding method, combined with social media, is an effective way to enhance adab learning at SMK Negeri 1 Raya Simalungun. The use of social media platforms created an engaging and flexible learning environment, while the scaffolding method provided the necessary support for students to understand and apply adab principles. This approach helped students gain a deeper understanding of adab, fostered independence in their learning, and encouraged them to apply moral principles in their daily lives.

This study contributes to the growing body of knowledge on the use of social media in education, particularly in the context of Islamic studies and character education. It provides valuable insights into how digital tools can be leveraged to teach moral and ethical values, helping students develop important life skills. By incorporating social media and scaffolding into their teaching strategies, educators can create more dynamic and student-centered learning environments that support both academic and personal growth.

The research also suggests that schools and educators should consider integrating digital tools into their curricula to enhance learning experiences and promote the development of character. However, addressing challenges such as internet access and digital literacy will be crucial for ensuring that all students can benefit from these innovative approaches. With the right support and resources, the combination of scaffolding and social media has the potential to transform the way students learn and develop important values for the future.

CONCLUSION

The research on the application of the scaffolding method combined with social media platforms in enhancing adab learning at SMK Negeri 1 Raya Simalungun has yielded valuable insights. The scaffolding method, which involves providing structured support and gradually withdrawing this support as students become more proficient, was shown to be effective in helping students internalize and apply adab principles. This method, when combined with social media, created an engaging and flexible learning environment that fostered active participation and allowed students to learn at their own pace.

One of the key findings of the research is that social media platforms like WhatsApp and Instagram played a crucial role in enhancing student engagement. These platforms allowed for the sharing of diverse learning materials, including videos, articles, and interactive content, making adab lessons more accessible and relatable. The use of multimedia content helped to clarify abstract concepts, making the learning experience more dynamic and appealing to students. The scaffolding method proved particularly effective in providing personalized support to students. Teachers were able to engage with students in real-time, responding to questions and providing immediate feedback. This continuous interaction created a sense of support and guidance, which was essential for students, particularly those who initially struggled with the material. The opportunity for

students to ask questions and receive tailored feedback helped bridge the gap between their current understanding and the desired learning outcomes. Moreover, the gradual removal of scaffolding allowed students to develop greater independence in their learning. By the end of the research, many students were able to apply the adab principles in real-life situations, demonstrating that they had internalized the content and were able to practice good manners, ethics, and moral behavior outside of the classroom. This shift from dependent to independent learning highlights the effectiveness of the scaffolding method in promoting student autonomy. Students expressed positive feelings about the learning process, with many stating that the combination of scaffolding and social media made the material more engaging and easier to understand. The flexibility of the online platform allowed students to review the learning materials at their own pace, contributing to a sense of ownership over their learning journey. This aspect of the research aligns with the growing recognition of the importance of student-centered learning approaches in contemporary education.

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