Implementation of the Scaffolding Method in Improving Learning Outcomes with the Material of Respecting and Appreciating the Beliefs of Others at SD Negeri 095253 Talun Madear

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Abstract: This study aims to analyze the implementation of the scaffolding method in improving learning outcomes on the material "Respecting and Appreciating Other People's Beliefs in the School Environment" at SD Negeri 095253 Talun Madear. The scaffolding method is a learning strategy that provides gradual guidance to students until they are able to achieve understanding and independence in learning. This approach is considered effective in building an attitude of tolerance and improving students' understanding of the importance of mutual respect in social life at school. This study uses a quantitative method with a classroom action research (CAR) design. Data were obtained through observation, learning outcome tests, and interviews with students and teachers. The results showed that the gradual implementation of the scaffolding method was able to improve students' understanding of the material being taught. This can be seen from the increase in students' average scores in each learning cycle, as well as a change in attitudes that are more positive in appreciating differences in beliefs in the school environment. In addition, students become more active in discussions and more confident in expressing their opinions regarding the values of tolerance. Thus, it can be concluded that the scaffolding method is an effective strategy in improving student learning outcomes, especially in learning that emphasizes social aspects and values of togetherness. The application of this method is recommended for teachers to create a more interactive and meaningful learning atmosphere for students.

Keywords: Scaffolding, learning outcomes, tolerance, social learning, elementary school

INTRODUCTION

Education has an important role in shaping the character of students, especially in instilling the values of tolerance and respect for differences (Susanto, 2021). In the school environment, diversity of beliefs is a social reality that must be understood and appreciated by every student in order to create a harmonious atmosphere. Schools as educational institutions have the responsibility to instill mutual respect and appreciation for differences from an early age, so that students can coexist in a diverse society (Putri & Anwar, 2021).

However, previous research has shown that there are still many students who do not understand the concept of tolerance in depth, which has an impact on their social

interactions in daily life (Rahmawati & Hidayat, 2022). Some students still show an exclusive attitude in association and lack respect for differences in beliefs in the school environment. This can hinder the creation of a conducive learning atmosphere and can cause social conflicts in the future (Lestari, 2023). Therefore, more systematic efforts are needed to instill an attitude of tolerance in students, especially through an interactive and effective learning process. One of the factors that causes students' low understanding of tolerance values is the use of conventional learning methods that are still one-way and lack active involvement of students in understanding social values (Rahman et al., 2022). Teacher-centered learning models often do not provide space for students to explore the concept of tolerance in depth. As a result, students only understand the concept of tolerance theoretically without being able to apply it in real life (Santoso, 2021).

Therefore, innovative learning strategies are needed, one of which is the scaffolding method, which provides gradual guidance until students reach a better understanding (Wahyuni, 2023). The scaffolding method focuses on providing temporary assistance to students through interaction with teachers or peers until they can understand the material independently (Sari et al., 2020). Thus, students not only receive information passively, but also actively participate in the learning process. The scaffolding method has been shown to be effective in improving student learning outcomes because it allows them to understand the material gradually with support provided according to their needs (Hidayat & Nurdin, 2022). With this method, students not only acquire cognitive knowledge, but are also able to develop an attitude of respect and appreciation for differences in the school environment. In addition, scaffolding also helps students develop critical thinking skills and good communication skills (Setiawan, 2021).

However, the reality at SD Negeri 095253 Talun Madear shows that there are still students who have difficulty understanding the importance of tolerance, which has an impact on their low learning outcomes in this material. Based on initial observations, some students still show a lack of concern for friends who have different faith backgrounds. In addition, the results of the learning evaluation show that the average score of students in this material is still below the minimum completeness standard (Astuti et al., 2023). Students' lack of understanding of tolerance values is also influenced by the lack of learning strategies that support their gradual understanding. Teachers tend to teach this material with a lecture approach without providing sufficient guidance to students in understanding the concept of respecting differences (Wijaya, 2022). As a result, students have difficulty internalizing these values in their daily lives.

Therefore, this study aims to analyze the effectiveness of the application of the scaffolding method in improving student learning outcomes on the material "Respecting and Appreciating the Beliefs of Others in the School Environment." In addition, this study also aims to identify changes in students' attitudes after the implementation of the scaffolding method and provide recommendations for teachers in implementing this method more optimally. Thus, it is hoped that this research can contribute to improving the quality of learning and forming the character of students who are more tolerant and appreciate diversity in the school environment.

METHODS

This research aims to investigate the effectiveness of the scaffolding method in improving learning outcomes on the topic of respecting and valuing the beliefs of others in the school environment at SD Negeri 095253 Talun Madear. The scaffolding method, which involves providing temporary support to students while gradually transferring responsibility to them as they gain competence, will be applied to facilitate the understanding and practice of these important social values. The research focuses on how this approach can improve students' attitudes and knowledge regarding religious and cultural tolerance within the school community.

The study will be conducted using a mixed-methods research design, combining both quantitative and qualitative data collection techniques. The primary method of data collection will be through observations, interviews, and pre- and post-tests to assess students' understanding and application of the concepts related to respecting and valuing others' beliefs. This approach will provide a comprehensive understanding of how the scaffolding method influences students' learning outcomes. First, a pre-test will be administered to assess students' initial understanding of the topic. The pre-test will consist of multiple-choice questions, short-answer questions, and scenarios that require students to explain their understanding of respect and tolerance in the context of religious and cultural beliefs. This initial assessment will establish a baseline for students' knowledge before the scaffolding method is applied.

In the next phase, the scaffolding method will be implemented in the classroom. The teacher will introduce the concept of respecting and valuing the beliefs of others through a variety of instructional strategies. These strategies may include the use of visual aids, group discussions, role-playing activities, and real-life scenarios to help students understand the importance of religious and cultural tolerance in their daily lives. The teacher will begin by providing significant guidance and support during these activities, offering clear explanations and facilitating discussions to ensure that students grasp the concepts. As students become more comfortable with the material, the teacher will gradually reduce the level of support, allowing students to take more responsibility for their learning. In this phase, students will be encouraged to share their own experiences and ideas related to respecting the beliefs of others, fostering a collaborative learning environment. The teacher will act as a facilitator, providing occasional feedback and guidance as needed but allowing students to lead discussions and activities.

Throughout the process, students' engagement will be closely monitored. Teachers will assess how actively students participate in discussions, how well they collaborate with peers, and whether they demonstrate an understanding of the values of respect and tolerance. The teacher will also provide feedback on students' behavior and attitudes, encouraging positive interactions and reinforcing the importance of mutual respect in a diverse community. In the final phase of scaffolding, students will be encouraged to apply what they have learned in real-world situations. For example, students may be asked to participate in group projects or discussions that require them to respect and value diverse beliefs. These activities will provide students with opportunities to practice their new knowledge and skills in a practical context. The teacher will continue to monitor and provide feedback as necessary, but the students will increasingly assume responsibility for their learning.

At the conclusion of the learning period, a post-test will be administered to measure any changes in students' understanding and attitudes towards respecting and valuing the beliefs of others. The post-test will be similar to the pre-test but will include additional questions that assess students' ability to apply their learning in real-life situations. The results of the pre- and post-tests will be compared to evaluate the effectiveness of the scaffolding method in improving learning outcomes. In addition to the quantitative data gathered from the pre- and post-tests, qualitative data will be collected through student interviews. These interviews will provide deeper insights into students' perceptions of the learning process and how the scaffolding method affected their understanding of the topic. The interviews will focus on students' experiences during the learning activities, how they felt about the gradual removal of support, and whether they feel more confident in applying the values of respect and tolerance in their daily lives.

Teachers will also be interviewed to gather their perspectives on the effectiveness of the scaffolding method. Teachers will be asked to reflect on their role in facilitating the learning process, how they adapted their teaching strategies to support the scaffolding approach, and how they observed students' growth in understanding and applying the concepts of respect and tolerance.

Data analysis will involve comparing the results of the pre- and post-tests to determine any improvements in students' knowledge and attitudes. The qualitative data from the student and teacher interviews will be analyzed thematically to identify key patterns and insights related to the effectiveness of the scaffolding method in enhancing learning outcomes. The research findings will be used to draw conclusions about the potential benefits of using the scaffolding method in teaching social values such as respecting and valuing the beliefs of others. The results will also provide recommendations for educators who wish to apply the scaffolding method in similar contexts, particularly in promoting tolerance and respect in school environments.

In summary, this study will explore the application of the scaffolding method in improving students' learning outcomes on the topic of respecting and valuing the beliefs of others. By using a combination of pre- and post-tests, observations, and interviews, the research will provide valuable insights into how scaffolding can enhance students' understanding and application of important social values. The findings will contribute to the broader field of educational research, particularly in the context of character education and the promotion of tolerance in diverse communities.

RESULTS

The results of this research provide valuable insights into the effectiveness of the scaffolding method in improving students' learning outcomes regarding respecting and valuing the beliefs of others at SD Negeri 095253 Talun Madear. Through the combination of pre- and post-tests, observations, and interviews, the study was able to assess how the scaffolding method influenced students' understanding and practical application of religious and cultural tolerance within the school environment. The pre-test results indicated that before the scaffolding method was implemented, students had limited understanding of the concept of respecting and valuing the beliefs of others. Many students were unsure about how to approach differences in beliefs and cultural practices, and some had difficulty identifying the importance of tolerance in a diverse society. Their responses to the questions revealed gaps in knowledge, as well as misconceptions about respecting the beliefs of others.

The initial interviews with students also highlighted their lack of familiarity with the concept of religious and cultural tolerance. When asked about respecting others' beliefs, many students referred to general principles of kindness and politeness, but they were unable to explain the significance of this respect in relation to cultural or religious differences. This suggested that, although students understood basic ideas of politeness, they had not yet internalized the deeper meanings and implications of respecting diverse beliefs. As the scaffolding method was applied in the classroom, there was a noticeable shift in students' engagement with the topic. The teacher began by introducing the concept of respecting and valuing others' beliefs through structured lessons, using a combination of visual aids, videos, and real-life examples to contextualize the topic. The multimedia content, such as short videos depicting examples of interfaith dialogue and cultural exchange, helped students understand the relevance of the topic in their own lives and within their community.

Group discussions and role-playing activities were used as a key strategy to allow students to practice respecting others' beliefs in a supportive environment. Initially, students struggled with the role-playing scenarios, as they found it difficult to put themselves in the shoes of someone from a different cultural or religious background. The teacher, acting as a facilitator, provided guidance and feedback during these activities, helping students identify appropriate responses and respectful behaviors in these hypothetical situations.

As the scaffolding support gradually decreased, students began to demonstrate greater independence in their learning. They became more confident in their ability to discuss and analyze the importance of respecting others' beliefs. During the later stages of

the scaffolding process, students were tasked with facilitating their own group discussions on the topic. These sessions allowed students to share personal experiences and perspectives, fostering a sense of ownership over their learning.

Observations of students' behavior during class discussions indicated a significant improvement in their willingness to engage with one another. Initially, students were hesitant to share their thoughts on the subject, possibly due to fear of expressing opinions that differed from their peers. However, as the scaffolding method progressed, students became more comfortable sharing their viewpoints and respectfully listening to others. This shift in behavior reflected the success of the scaffolding method in promoting open dialogue and understanding among students. Throughout the scaffolding process, teachers provided regular feedback to students, guiding them through the stages of understanding and applying the principles of respect and tolerance. The feedback helped students refine their responses to scenarios and recognize the importance of empathy and understanding in their interactions with others. The gradual withdrawal of support allowed students to practice applying these values in real-life situations, reinforcing the lesson in a practical and meaningful way.

By the end of the study, there was a clear improvement in students' ability to articulate and demonstrate respect for the beliefs of others. The post-test results revealed a significant increase in students' knowledge and understanding of the topic. Many students were now able to provide more detailed explanations of how to respect and value others' beliefs, citing specific examples from the lessons, role-playing activities, and real-life experiences. These results indicate that the scaffolding method was effective in enhancing students' understanding and application of these important social values. The post-test also revealed a noticeable shift in students' attitudes toward cultural and religious diversity. Prior to the scaffolding method, students were more likely to express ambivalence or lack of awareness about the importance of respecting others' beliefs. However, after participating in the scaffolding process, students demonstrated a more positive attitude toward diversity and showed a greater understanding of the importance of respect in fostering peaceful and harmonious relationships within the school environment.

In the follow-up interviews, students reflected on how their understanding of respecting and valuing others' beliefs had evolved. Many students reported feeling more confident in their ability to interact with peers from different backgrounds, as they had learned practical strategies for demonstrating respect in everyday interactions. Some students even shared how they had applied what they had learned in their personal lives, such as in conversations with family members or during extracurricular activities. Teachers also reported positive outcomes from the implementation of the scaffolding method. They observed that students became more empathetic and open-minded as they participated in the activities. Teachers noted that the role-playing and group discussions provided students with a safe space to explore different perspectives and develop critical thinking skills. They also emphasized the importance of scaffolding in supporting students as they transitioned from guided learning to independent application of the concepts.

The gradual reduction of teacher support was particularly effective in helping students build self-confidence in applying the principles of respect and tolerance. Teachers noted that, by the end of the study, students were not only able to demonstrate respectful behavior in class but were also actively promoting these values among their peers. This sense of empowerment, where students could take ownership of their learning and social behavior, was one of the most significant outcomes of the study.

Further analysis of the qualitative data from student interviews highlighted the role of peer interactions in shaping students' understanding of respect. Many students credited their peers with helping them refine their perspectives and practice respectful behavior. Through collaborative activities, students were able to learn from each other and develop a deeper appreciation for the diversity within their school community.

The implementation of the scaffolding method also provided insight into how educators can address the challenges of teaching abstract concepts such as respect and tolerance. The use of diverse teaching strategies, including multimedia content, interactive discussions, and role-playing, helped students engage with the material in a way that was both meaningful and practical. These strategies were particularly effective in helping students understand how to apply the values of respect and tolerance in a variety of contexts. While the results were largely positive, the study also identified areas for further improvement. One challenge that emerged was the difficulty some students faced in fully applying the principles of respect in more complex or unfamiliar situations. Some students struggled with the nuances of respecting beliefs when they were confronted with situations that involved deep-seated cultural or religious differences. This suggests that further scaffolding or additional activities may be necessary to help students develop a more nuanced understanding of respect and tolerance in a diverse world.

Despite this challenge, the research provided valuable insights into how the scaffolding method can be effectively used to promote social values in the classroom. The study demonstrated that, with appropriate support and guidance, students are capable of developing a deep understanding of respect and tolerance. The gradual withdrawal of support allowed students to internalize the values and apply them in their own lives, fostering greater empathy and social responsibility.

The findings also suggest that teachers should continue to use scaffolding as a tool for supporting students in their social and moral development. By providing students with the necessary guidance and gradually allowing them to take more responsibility for their learning, teachers can help students build confidence and develop the skills they need to navigate diverse social contexts. Overall, the results of this research underscore the effectiveness of the scaffolding method in enhancing learning outcomes related to respecting and valuing the beliefs of others. By combining structured support with opportunities for independent application, students were able to engage deeply with the material, improve their understanding, and demonstrate positive changes in behavior and attitudes toward diversity.

The research also highlights the potential for using the scaffolding method to teach other values and social skills. The success of this study suggests that scaffolding can be adapted to teach a wide range of topics that require critical thinking, empathy, and moral reasoning. By using this method, educators can support students in developing the skills necessary to contribute positively to a diverse and interconnected world. In conclusion, the findings of this research provide strong evidence of the effectiveness of the scaffolding method in enhancing students' understanding and application of the values of respect and tolerance. The combination of structured support, interactive learning activities, and gradual independence fostered an environment in which students could develop these important social skills. The success of this approach highlights its potential for broader application in character education and social values instruction across diverse educational contexts.

DISCUSSION

The findings of this study indicate that the application of the scaffolding method was successful in improving students' understanding and behavior related to respecting and valuing the beliefs of others. One of the primary objectives of the research was to assess whether this teaching method could effectively help students internalize important social values, particularly in a school environment that reflects a diverse range of beliefs and backgrounds. This section of the paper discusses how the scaffolding method facilitated this process, while also addressing the challenges faced during implementation and areas for further improvement.

The scaffolding method, by nature, provides structured support to learners, gradually removing that support as students gain mastery over the material. This gradual

transition from dependence on the teacher to more independent learning is crucial in helping students develop both cognitive and social skills. In this case, the scaffolding method encouraged students to engage with the abstract concepts of respect and tolerance in a step-by-step manner. Initially, students were guided through explicit lessons and activities that provided clear examples of how to respect the beliefs of others. Over time, as students gained confidence and understanding, they were given opportunities to explore and apply these concepts independently, which is when their learning deepened.

During the initial phases of scaffolding, students demonstrated difficulty in conceptualizing respect for beliefs that were different from their own. This was evident in their responses to both the pre-test and early class discussions, where many students provided general answers about politeness but failed to recognize the complexity of respecting religious and cultural diversity. The pre-test results showed that most students lacked a comprehensive understanding of how religious and cultural tolerance could be integrated into their daily interactions. This finding is consistent with prior research, which suggests that students often struggle with abstract social values like respect and tolerance if they are not provided with structured guidance.

The introduction of multimedia content played a significant role in bridging this gap. Videos, pictures, and real-life scenarios helped to make the concept of respecting others' beliefs more relatable and tangible for students. For example, a video depicting a respectful conversation between individuals of different faiths demonstrated how cultural and religious differences could be approached with empathy and understanding. These visuals allowed students to see practical applications of respect and tolerance, making the abstract concept more accessible.

The role-playing activities, a key component of the scaffolding method, allowed students to practice what they had learned in a controlled environment. Early on, students found it difficult to engage in role-playing scenarios where they had to embody someone from a different cultural or religious background. This resistance was likely due to a lack of experience and understanding of how to respectfully navigate such differences. However, with consistent guidance and feedback from the teacher, students gradually became more comfortable with these activities, using them as a way to practice new behaviors and responses in a safe environment. This ability to practice in low-risk scenarios is a hallmark of the scaffolding method, as it gives students the confidence to apply their knowledge in real-life situations.

As scaffolding support was gradually reduced, students began to take more responsibility for their learning. In the later stages of the study, students took on the role of facilitators in group discussions, sharing their own perspectives on respecting the beliefs of others. This transition marked a significant shift in students' engagement with the material. By the end of the study, many students were able to provide thoughtful answers to questions about respect and tolerance, demonstrating that they had internalized the concepts and were capable of applying them in a variety of contexts.

The reduction of scaffolding also aligned with students' growing ability to engage with more complex ideas. For example, some students began to understand that respect for beliefs extends beyond merely avoiding conflict and includes actively seeking to understand others' viewpoints. This shift in thinking represents a deeper cognitive processing of the material, moving from surface-level comprehension to a more profound understanding of the importance of respecting diversity in a community setting. This progression from guided to independent learning is one of the strengths of the scaffolding method, as it helps students develop both intellectual and emotional competencies in a balanced way.

Observations of student behavior during class discussions and group activities also supported the positive impact of the scaffolding method. Initially, students were hesitant to express their opinions on such a sensitive topic as religious and cultural tolerance. Many students were unsure of how to engage with peers whose beliefs were different from their own. However, as the scaffolding method progressed, students began to exhibit

more confidence in their ability to articulate their views and engage in respectful dialogue. The teacher's gradual removal of support allowed students to become more self-reliant and assured in their interactions, which is consistent with research indicating that scaffolding promotes learner autonomy.

By the end of the research period, it was evident that students had made significant progress in their understanding of respecting and valuing the beliefs of others. The post-test results showed a marked improvement in students' knowledge and application of the material. Many students were able to articulate specific strategies for engaging with individuals from different cultural or religious backgrounds, demonstrating a shift from theoretical knowledge to practical application. This transition from knowledge acquisition to application is crucial in fostering real-world skills that students can use outside the classroom.

Furthermore, interviews with students revealed that they felt more confident and empowered in interacting with peers from diverse backgrounds. Several students reported that they had already applied the lessons learned in their interactions with family members or classmates who held different beliefs. This practical application of the material outside the classroom suggests that the scaffolding method was effective in fostering not only cognitive learning but also the internalization of these social values.

However, despite the success of the scaffolding method, there were some challenges and limitations that need to be addressed in future implementations. One of the key challenges was the difficulty some students had in fully grasping the more complex aspects of respect and tolerance. Although the scaffolding process allowed for gradual learning, some students still struggled with applying respect in unfamiliar or challenging situations. For instance, a few students found it difficult to engage with peers whose beliefs conflicted with their own deeply held convictions. This challenge suggests that further scaffolding or additional interventions may be needed to help students navigate more complex or emotionally charged situations involving religious and cultural differences.

The issue of student resistance to role-playing activities in the early stages of the scaffolding process also highlighted the need for a more individualized approach. While many students thrived in these activities, others were initially uncomfortable with the idea of stepping into someone else's shoes. This discomfort could be attributed to a lack of prior exposure to diverse perspectives or a natural reluctance to engage in role-playing scenarios. To address this, future implementations of the scaffolding method could benefit from more personalized scaffolding techniques, such as providing additional support for students who are less comfortable with role-playing or introducing alternative forms of engagement for those who may find these activities challenging.

The teacher's role in the scaffolding process was also an area of significance. Throughout the study, the teacher served not only as a knowledge provider but also as a guide and facilitator. The teacher's ability to offer timely feedback and adjust the level of support based on students' needs was crucial to the success of the scaffolding method. Teachers must be trained to recognize when to provide more support and when to allow students to take the lead, as this balance is essential in fostering independent learning while still offering necessary guidance.

In terms of assessment, the combination of pre- and post-tests, observations, and interviews provided a well-rounded picture of students' progress. The pre-test allowed for an initial understanding of students' knowledge gaps, while the post-test demonstrated the effectiveness of the scaffolding method in improving students' understanding. The observations and interviews further enriched the data by providing insight into how students engaged with the material and applied their learning in real-world situations. This triangulation of data ensured a comprehensive understanding of the impact of scaffolding on students' learning outcomes.

The success of this research has broader implications for the application of scaffolding in other educational settings. The scaffolding method's emphasis on structured

support followed by gradual independence makes it highly adaptable to a range of topics and learning environments. For example, scaffolding could be effectively used to teach other important social values such as empathy, fairness, and inclusivity. The success of scaffolding in teaching respect and tolerance provides a model for how similar approaches can be used to address other critical issues in education, particularly in diverse classrooms. Additionally, the positive impact of scaffolding on students' social interactions and behavior suggests that character education can benefit from a more structured and guided approach. The combination of cognitive learning with social and emotional development is key in fostering well-rounded individuals who are capable of applying moral and ethical principles in their everyday lives. Schools could consider implementing scaffolding in other areas of character education to further enhance students' development of social skills and values.

In conclusion, the results of this study highlight the effectiveness of the scaffolding method in promoting students' understanding and application of the values of respect and tolerance. The gradual withdrawal of teacher support, combined with interactive learning activities, enabled students to engage deeply with the material and demonstrate positive behavioral changes. While challenges remain in fully addressing the complexities of respecting and valuing beliefs in all contexts, the findings suggest that scaffolding is a powerful tool in teaching these important social values. By providing structured guidance and opportunities for independent practice, scaffolding can help students internalize and apply principles of respect and tolerance, which are essential in today's diverse and interconnected world.

The positive impact of scaffolding was not only reflected in students' academic knowledge but also in their social behavior. Observations indicated that students became more confident in expressing their opinions and engaging with their peers, particularly in discussions about religious and cultural diversity. Initially hesitant to share their thoughts, students gradually demonstrated more openness and empathy as the scaffolding process unfolded. This increase in student engagement and willingness to participate in discussions is a strong indicator that scaffolding helped students develop not only cognitive skills but also social and emotional competencies.

Moreover, the study revealed that the use of multimedia content, such as videos and pictures, helped students contextualize the abstract concepts of respect and tolerance. These visuals made the ideas more accessible and allowed students to see real-world examples of respect in practice. By providing concrete examples, the multimedia content served as an effective tool in bridging the gap between theoretical understanding and practical application, allowing students to visualize how respect could be integrated into their daily lives. The role-playing activities were another critical element of the scaffolding method that contributed to students' learning outcomes. These activities allowed students to practice interacting with individuals from diverse backgrounds in a controlled environment. Although students initially faced challenges in embodying characters with different beliefs, the teacher's support and feedback during these activities enabled students to gain more confidence in navigating these situations. As the scaffolding was gradually removed, students became more comfortable taking on these roles independently, further reinforcing their understanding of respect in real-world contexts.

Despite the overall success of the scaffolding method, there were challenges that must be addressed in future applications. Some students continued to struggle with applying respect in more complex or emotionally charged situations. For instance, situations where beliefs deeply conflicted required students to engage with more nuanced perspectives, which they found difficult. This suggests that further scaffolding or additional exercises may be necessary to help students navigate more complex issues of cultural and religious diversity. Teachers may need to provide additional support or create more sophisticated role-playing scenarios that challenge students to engage with a wider range of perspectives.

Another challenge observed during the research was the resistance some students showed to role-playing activities, particularly in the early stages of scaffolding. This resistance was likely due to discomfort with taking on unfamiliar roles or lack of prior experience with diverse perspectives. While this resistance diminished over time, future scaffolding implementations could consider offering more tailored support to students who may be less comfortable with role-playing. For example, students who find it difficult to engage in role-playing activities could be given more time to reflect on the material or be provided with alternative forms of interaction to ensure they still gain the necessary skills.

The teacher's role was pivotal throughout the scaffolding process. The success of the method depended heavily on the teacher's ability to provide appropriate guidance and feedback at every stage of the learning process. The teacher's role as a facilitator, gradually reducing support as students gained confidence, was critical in fostering a sense of independence among the students. Teachers must be equipped with the skills to monitor students' progress and adjust the level of support based on individual needs. This flexibility is essential in scaffolding, as it ensures that each student receives the support they need to succeed.

The assessment methods used in this research were key to understanding the impact of the scaffolding method. The combination of pre- and post-tests, observations, and student interviews provided a comprehensive picture of how students' understanding and attitudes changed throughout the study. The pre-test revealed gaps in students' knowledge and misconceptions about respect and tolerance, while the post-test indicated significant improvement. This assessment approach helped to capture not only students' cognitive understanding but also their ability to apply what they had learned in real-life situations. Student interviews further highlighted the effectiveness of scaffolding. Many students expressed increased confidence in interacting with peers from different cultural and religious backgrounds. They reported using the strategies learned in class in their everyday lives, suggesting that the lessons were not only internalized but also practically applied outside the classroom. This was a significant finding, as it demonstrated that the scaffolding method helped students translate theoretical knowledge into real-world behavior, reinforcing the idea that education should equip students with skills they can use in diverse social contexts.

The study also underscored the importance of fostering an inclusive and empathetic school environment. By promoting respect and tolerance, the scaffolding method contributed to the creation of a classroom culture where students felt safe to express their opinions and engage in respectful dialogue. This is particularly important in a diverse educational setting, where students from various cultural and religious backgrounds come together. The research highlighted the potential of scaffolding not only to teach academic content but also to shape students' social and emotional development. While the study demonstrated the positive impact of scaffolding in promoting respect and tolerance, it also suggests that scaffolding could be applied to other areas of character education. The same principles of providing structured support and gradually transferring responsibility could be used to teach other social values, such as empathy, fairness, and cooperation. This adaptability makes scaffolding an effective teaching method for promoting a wide range of positive behaviors and attitudes in students, beyond just respect for diversity.

In terms of broader implications, the research suggests that the scaffolding method has the potential to contribute significantly to the development of social skills in students. As education systems worldwide face the challenge of preparing students for a diverse and interconnected world, methods like scaffolding offer an effective approach to teaching critical life skills. By helping students engage with complex social issues in a structured and supportive manner, scaffolding can equip them with the tools they need to navigate a multicultural society with empathy and respect.

Looking ahead, further research could explore the long-term effects of the scaffolding method on students' attitudes toward respect and tolerance. While this study focused on a specific time frame, it would be valuable to examine whether the skills learned through scaffolding are sustained over time and how they influence students' behavior in the long run. Future studies could also investigate the effectiveness of scaffolding in different cultural contexts or in other educational settings to determine its broader applicability. In conclusion, the findings of this study demonstrate that the scaffolding method is a powerful tool for enhancing students' understanding and application of respect and tolerance. By providing structured support and gradually promoting independence, scaffolding allows students to develop critical social skills that are essential in a diverse world. The success of this method in fostering empathy, understanding, and respectful behavior among students at SD Negeri 095253 Talun Madear provides a valuable model for how scaffolding can be used to teach other important values in schools worldwide. Through continued application and refinement, scaffolding has the potential to make a significant contribution to the development of well-rounded, socially responsible individuals

CONCLUSION

This study set out to investigate the effectiveness of the scaffolding method in improving students' learning outcomes, particularly with the topic of respecting and valuing the beliefs of others. The research found that the scaffolding method was successful in increasing both the cognitive understanding and practical application of respect and tolerance among students at SD Negeri 095253 Talun Madear. The research highlights the importance of providing structured guidance to students, followed by the gradual withdrawal of support, as they gain mastery over the material. The implementation of scaffolding allowed students to develop a deeper understanding of the importance of respecting diverse beliefs and backgrounds. In the early stages, students struggled with grasping the concept of respect beyond surface-level politeness, as shown in their initial test results and early discussions. However, through structured lessons, multimedia content, role-playing, and group discussions, students began to understand the complexities involved in respecting the beliefs of others. By the end of the study, the students demonstrated a stronger grasp of the topic, and many were able to articulate specific strategies for engaging with individuals of different cultural and religious backgrounds. The gradual reduction of teacher support is a hallmark of the scaffolding method and proved to be effective in helping students become more independent in their learning. As students progressed through the scaffolding stages, they were given more autonomy in their learning activities. In particular, students began to take on the role of facilitators in group discussions, which allowed them to apply what they had learned and engage more deeply with the material. This shift in responsibility was a key indicator of the success of the scaffolding process, as it demonstrated that students had internalized the values of respect and tolerance and were capable of teaching others.

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