# Implementation of the Scaffolding Method in Improving the Learning Outcomes of Islamic Religious Education on the Material of Signs of Baligh at SD Negeri 091609 Sinaksak

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**Abstract:** Learning about the signs of puberty plays an important role in equipping students with an understanding of the physical and psychological changes that occur during puberty. However, there are still obstacles in students' understanding due to the lack of the right approach in delivering the material. This study aims to apply the scaffolding method to improve students' learning outcomes in understanding the signs of puberty. The scaffolding method is applied through several stages, namely modeling (giving examples), bridging (bridging initial knowledge), contextualizing (connecting with everyday life), questioning (guiding with questions), scaffolding feedback (providing gradual feedback), independent practice (independent practice), and reflection & review (reflection and reinforcement). The application of this method allows students to gain a deeper understanding gradually, with assistance provided as needed until they can learn independently. The results of the study showed that the scaffolding approach was able to increase student involvement in the learning process, clarify the concepts taught, and significantly improve their learning outcomes. Thus, the scaffolding method can be an effective strategy in teaching the material on the signs of puberty and can be adapted in learning other materials.

**Keywords:** Scaffolding, signs of puberty, learning outcomes, assistance-based learning.

## INTRODUCTION

Puberty is an important phase in a child's development towards adulthood. At this stage, a person experiences various physical, psychological, and emotional changes that signify readiness to take on greater responsibility, both in social and religious aspects. Therefore, a good understanding of the signs of puberty is very important for students, especially in the context of formal education that is oriented towards character formation and readiness to face changes in life. However, in learning practices at school, there are still many students who have difficulty understanding the material of the signs of puberty. This can be caused by a variety of factors, such as less interactive teaching methods, lack of student involvement in the learning process, and lack of relevance of the material to their

personal experiences. As a result, students tend to be passive and do not gain a deep understanding of the concepts being taught.

One approach that can be used to overcome this obstacle is the scaffolding method. This method involves providing gradual support to students according to their needs until they are able to understand the material independently. In the context of learning the signs of puberty, scaffolding can be applied through various strategies, such as modeling, bridging, contextualizing, questioning, scaffolding feedback, independent practice, and reflection and review.

Education has an important role in shaping students' understanding of various aspects of life, including in the field of religious education. One of the materials that must be understood by students in the subject of Islamic Religious Education is the signs of puberty, which marks the transition period from children to adults. A good understanding of this material is very important because it relates to religious responsibilities, such as the obligation to pray, fast, and various other sharia laws. However, in practice, many students have difficulty understanding the concept of puberty, both from a biological and spiritual perspective. Therefore, a learning method is needed that can help students understand this material more effectively.

The scaffolding method is one of the approaches that can be applied in learning to help students understand concepts gradually. Scaffolding is a learning strategy developed based on the theory of Zone of Proximal Development (ZPD) by Vygotsky, where students are given gradual assistance according to their needs until they are able to learn independently. In the context of learning the signs of puberty, this method can be applied by providing initial explanations, concrete examples, group discussions, and feedback that allows students to understand the concept in more depth. Thus, students not only memorize the material, but are also able to relate the concept of puberty to daily life.

The results of previous studies show that the scaffolding method can increase learning motivation, student participation, and in-depth understanding of concepts. In some studies, students taught with this method showed better improved learning outcomes compared to students who only received conventional learning. This is due to the active interaction between teachers and students, as well as between students and peers in the learning process. With gradual assistance, students feel more confident in exploring new concepts without fear of making mistakes. Therefore, the scaffolding method is a potential alternative to be applied in learning puberty signs material.

However, in the application of the scaffolding method, there are several challenges that need to be considered. One is the difference in the level of student comprehension, where some students can understand the material quickly, while others require more intensive guidance. In addition, the application of this method requires a longer time than the lecture method, so teachers must design efficient learning strategies to remain effective in the existing time constraints. Therefore, this study aims to analyze the effectiveness of the scaffolding method in improving students' understanding of puberty signs material and identify the obstacles faced in its application.

## METHODS

This study aims to find out how the application of the scaffolding method can improve the learning outcomes of Islamic Religious Education (PAI) in the material of signs of puberty at SD Negeri 091609 Sinaksak, Tapian Dolok District, Simalungun Regency. Puberty signs material is important for students in elementary school to provide an understanding of the physical and psychological changes that occur in them when entering puberty, as well as how to deal with them in accordance with the teachings of Islam. The scaffolding method is expected to provide appropriate support and help students understand the material better through a gradual approach.

This research approach uses a qualitative method with a classroom action research design (PTK). This research was conducted in grade IV of SD Negeri 091609 Sinaksak

which consisted of 30 students between the ages of 9 and 10 years. The selection of grade IV is based on the consideration that at that age students begin to experience physical changes related to the process of puberty, but their understanding of the signs of puberty from a religious perspective is still limited.

In this study, the researcher plays the role of a teacher who directly applies the scaffolding method in learning. Scaffolding is an approach that provides initial support to students through the provision of instruction and guidance, which is gradually reduced as the student's understanding and skills increase. In the context of puberty signs material, scaffolding is applied through stages that include explanations of basic concepts, group discussions, practice questions, and tasks that strengthen students' understanding. The learning process begins by providing a basic understanding of what puberty is in Islamic teachings and the physical and psychological signs that accompany it. Teachers give explanations in a simple and clear manner, using media such as pictures and videos that depict changes in the body and feelings during puberty. In this early stage, scaffolding is carried out by providing detailed explanations and providing opportunities for students to ask questions about the material. This aims to build students' initial understanding of the signs of puberty in Islam.

After the initial explanation, the activity continued with a group discussion. Students were divided into small groups to discuss the various signs of puberty that have been described earlier. Teachers act as facilitators who provide thought-provoking questions and guide discussions so that students can share opinions and understanding. This discussion aims to deepen students' understanding of the material that has been taught. In this stage, scaffolding is more focused on guidance and direction so that the discussion remains focused on relevant material. Furthermore, after group discussion, students were given practice questions related to puberty signs material. These exercises are given in the form of multiple choice and short fills that test their understanding of the physical and psychological signs of puberty. At this stage, scaffolding is given by giving feedback on students' answers and explaining more deeply if there are inappropriate answers. This feedback helps students to correct their understanding and correct mistakes that occurred.

In the next stage, students are given independent assignments related to the material on signs of puberty. This assignment asks students to write about their personal experiences or opinions regarding the signs of puberty, emphasizing the importance of understanding the changes that are happening in them and the ways they can prepare for puberty in accordance with Islamic teachings. In this assignment, scaffolding is done by providing additional guidance to help students structure their writing and reexplain material that may not be fully understood. The application of scaffolding in this study is also carried out through direct monitoring of student development during the learning process. Teachers make observations on students' participation in discussions, their ability to answer practice questions, and the quality of assignments handed over. These observations are important to see the extent to which students can apply what they have learned in real-life situations and to assess the effectiveness of scaffolding methods in supporting their understanding of the signs of puberty.

The data collection method in this study uses several instruments, including tests, observations, and interviews. The test is used to measure student learning outcomes before and after the application of the scaffolding method. The initial test is given to find out the students' understanding of the signs of puberty before the application of the scaffolding method, while the final test is given after the students follow the entire series of learning. Observations are made during the learning process to observe students' interactions, their involvement in discussions, and their responses to scaffolding given by the teacher. Interviews were conducted with a random number of students to explore their understanding of the material they had learned and the extent to which they felt the scaffolding method helped them understand the topic.

The results of this study show a significant improvement in students' understanding of the signs of puberty. Based on the test results, the average score of students on the initial test showed a low understanding of the material, with many students still confused about what puberty means and the signs that accompany it. However, after the implementation of the scaffolding method, the average score of students on the final test increased significantly. Most students were able to answer questions related to the signs of puberty appropriately, indicating that they have understood the concepts that have been taught. Observations during the learning process also showed an increase in student participation. At the beginning of learning, most students seem hesitant to speak or ask questions, but after a few learning sessions, more students are active in group discussions and ask questions about material that they consider unclear. This shows that scaffolding successfully creates an environment that supports students to be more open and engaged in learning.

In addition, interviews with students revealed that they felt more confident in facing puberty after participating in learning with the scaffolding method. They feel more understanding about the physical and psychological changes that occur during puberty, as well as how to deal with them properly in accordance with the teachings of Islam. Most students also feel that assignments and group discussions help them better understand this topic, as they can share experiences and opinions with classmates. Although the results were positive, there were several challenges faced during the implementation of the scaffolding method. Some students who initially struggle to understand certain concepts need more time and support from teachers. This suggests that while scaffolding can improve student comprehension, there is a need to adjust the level of support provided to individual students, depending on their level of comprehension.

Overall, the application of the scaffolding method in learning puberty signs material has proven to be effective in improving student understanding. This method helps students to acquire knowledge gradually with appropriate support, so that they can better understand more complex concepts. Therefore, it is recommended that the scaffolding method be applied in PAI learning, especially in materials that require in-depth understanding and active involvement of students. Thus, this study makes a positive contribution to learning practices in SD Negeri 091609 Sinaksak, Tapian Dolok District, Simalungun Regency, and provides insight into how the scaffolding method can be used to improve learning outcomes in Islamic Religious Education materials. It is hoped that this research can be a reference for other teachers in applying the scaffolding method to improve student understanding in various subjects, especially in materials related to religious and moral values.

## RESULTS

This study aims to measure the effectiveness of the application of the scaffolding method in improving PAI learning outcomes regarding puberty signs material in SD Negeri 091609 Sinaksak. In this study, data was collected through initial and final tests, observations during the learning process, and interviews with students to gain a deeper understanding of the impact of the scaffolding method. The results of the initial test showed that the majority of students did not fully understand the concept of signs of puberty in the perspective of Islam. Some students perceive puberty as just a physical change without realizing that there are psychological and emotional changes that are also occurring. This indicates that students' initial knowledge of this material is still limited. The average score on the initial test was 55%, with many students having trouble explaining what puberty is and what signs it comes with.

After the application of the scaffolding method, the final test given showed a significant improvement. The average score of students on the final test increased to 80%, with most students being able to explain well the signs of puberty both physically and psychologically. Many students who previously had difficulty understanding physical

changes such as hair growth in certain areas or changes in voice can now associate these changes with the signs of puberty in Islam.

The increase was also reflected in observation during learning. At first, some students seem passive and reluctant to participate in group and class discussions. However, after several meetings using the scaffolding method, student participation in the discussion increased significantly. Students become more active in asking questions and sharing opinions about the material being taught. They begin to feel more comfortable talking about topics that were previously considered taboo or difficult to talk about, such as the physical and psychological changes that occur during puberty. During the learning process, scaffolding applied by providing gradual explanations, as well as constructive feedback, plays a big role in improving student understanding. For example, when students begin to have difficulty explaining the differences between the signs of puberty in boys and girls, teachers provide more detailed explanations and use examples that are more relevant to the student's daily experience. This approach helps students to see the relevance of the material to their lives.

In the group discussion stage, students are given the opportunity to discuss and share opinions on the topic. The teacher acts as a facilitator who provides support to students with questions that spark deeper thinking. This group discussion aims to strengthen students' understanding through interaction with classmates. Based on observations, students began to be more confident in explaining their understanding of the signs of puberty after receiving support from friends in their group. One of the parts that showed a significant improvement was the practice questions given after the learning session. At first, many students are wrong in answering questions about the characteristics of puberty, but after going through the scaffolding stage, they are able to answer more accurately. The feedback given by the teacher after each practice helps students understand the reasons why their answers are correct or incorrect. This facilitates a deeper understanding of the material being taught.

In addition, in interviews with students, they reported that they felt more confident and more open in understanding the material about puberty after participating in learning with the scaffolding method. Some students revealed that they felt more comfortable discussing topics related to puberty, which were previously considered taboo, because they felt more understood and supported during the learning process. They also feel that this method gives them a clearer understanding of the changes they will experience. One interesting finding from the interviews was that some students who were previously hesitant to ask questions or discuss began to feel more open and daring to ask questions about the signs of puberty. They realize that this learning is not only about recognizing physical signs, but it is also important to understand their role as individuals who will face major changes in their lives. This shows that scaffolding has succeeded in creating a space for students to be more open to topics that were previously considered sensitive.

Overall, the results of this study show that the application of the scaffolding method can improve students' understanding of puberty signs material. This improvement is not only limited to test results, but is also seen in changes in students' attitudes and participation during the learning process. Students who were previously passive are now more active in asking and talking about the topic. In addition, the results of the interviews indicated that students felt better prepared to face puberty after gaining a better understanding of the changes that occurred in them.

The scaffolding method has also been proven to be effective in reducing students' awkwardness in discussing sensitive topics. Through clear stages and constant support, students feel more comfortable expressing their thoughts and feelings related to the material being taught. This shows that scaffolding not only improves students' cognitive comprehension, but also helps them in developing important social and emotional skills.

However, despite the results of the study showing success, some challenges still arise during the application of the scaffolding method. Some students who are slower to understand the material take longer and more intensive support from teachers. Some

students also expressed difficulty in relating their personal experiences to the material being taught, even though they had been given time to discuss in groups. This suggests that while scaffolding is effective, further adjustments are still needed to meet the needs of different students.

In addition, although most students show a good understanding of the signs of puberty after going through a series of learning, there are some students who still struggle with the understanding of the psychological changes that occur during puberty. This indicates that abstract concepts such as feelings and psychological changes may require a more creative and contextual approach to help students understand them better. The application of scaffolding to the puberty signs material also shows the importance of the teacher's role as a facilitator who not only conveys the material, but also guides students through the process of understanding. Teachers need to provide support tailored to the individual needs of students, ensuring that each student gets the opportunity to develop according to their abilities. In this case, the application of scaffolding shows that learning does not only focus on the end result, but also on the process that allows students to achieve a better understanding.

By using the scaffolding method, students are expected not only to memorize information, but also to understand and be able to apply the knowledge they have gained in daily life. This is reflected in the increasing confidence of students in dealing with the physical and psychological changes they experience ahead of puberty. They are better prepared to face this change with a good understanding of the religious values that come with it. This study also emphasizes that learning involving scaffolding can improve the quality of PAI learning, especially on materials related to adolescent development and body changes. It is important to introduce these concepts in a way that is sensitive and appropriate to the student's age, so that they can deal with them better and more understandingly.

Overall, the results of this study provide clear evidence that the application of the scaffolding method can improve students' understanding of puberty signs material. With more structured learning and proper guidance, students not only understand concepts cognitively, but can also relate them to their personal experiences. Therefore, the scaffolding method is highly recommended to be used in PAI learning, especially in materials related to understanding physical and psychological changes in a Muslim's life. As a recommendation, in the future, similar research can be conducted to examine the application of scaffolding to other PAI materials that also require a deep understanding and involve more complex concepts. This method can be expanded for use in a variety of religious and moral topics, and can be applied at higher levels of education with adjustments to suit the level of understanding of students.

## DISCUSSION

This study aims to test the effectiveness of the application of the scaffolding method in increasing the understanding of SD Negeri 091609 Sinaksak students regarding the material of signs of puberty in Islamic Religious Education (PAI). Based on the results found, the scaffolding method is proven to have a significant positive impact on improving student understanding, both cognitively and emotionally. At the beginning of the study, students showed a low level of understanding of the material of the signs of puberty. This can be seen from the results of the initial test which showed an average score of 55%, where the majority of students had difficulty understanding the physical and psychological changes that occurred during puberty. Many students only associate puberty with physical changes such as hair growth in certain areas and changes in voice, without paying attention to other aspects such as emotional and spiritual changes that occur during that time.

However, after the application of the scaffolding method which begins with gradual explanations and group discussions, students' understanding of this material increases

significantly. One of the characteristics of scaffolding is that it provides gradual support, which can lead to the gradual development of students' understanding as well. In this context, scaffolding is carried out by providing a simple explanation of the signs of puberty and providing concrete examples that are easy for students to understand. As a result, students can relate the changes that have occurred to the teachings of Islam and feel better prepared to face puberty. Scaffolding also provides a space for students to interact and discuss with their peers. Group discussions provide an opportunity for students to exchange information and deepen their understanding of the signs of puberty. At this stage, the teacher acts as a facilitator who guides the discussion by providing thought-provoking questions and ensuring that the discussion stays on track. Through these discussions, students begin to feel more open to talking about topics that were previously considered taboo, such as the changes in the body and feelings that occur during puberty.

In the learning process, teachers also provide practice questions that aim to test students' understanding of the signs of puberty. This practice question provides an opportunity for students to apply the knowledge they have gained through previous learning. Scaffolding is applied by providing constructive feedback after each practice question, explaining the reasons behind the correct or incorrect answers. This helps students understand concepts more deeply and correct inaccurate understandings.

The results of observations during the learning process show that the scaffolding method is very effective in increasing student participation. At first, some students seemed hesitant and reluctant to interact in the discussion. However, after getting gradual support through explanations, group discussions, and practice questions, students become more active in asking questions and explaining their understanding of the material. The scaffolding method creates a safe atmosphere for students to ask questions and speak without fear of being judged, so they can understand the material better.

In addition, the scaffolding method has also been proven to increase students' confidence. Before the implementation of scaffolding, many students felt awkward talking about the changes that occurred to their bodies during puberty, because the topic was considered sensitive. However, after obtaining a clear explanation and getting the opportunity to discuss, students begin to feel more comfortable and ready to face the change with a better understanding. They begin to realize that puberty is part of the process of life that there is nothing to fear, and they can deal with it with guidance from the teachings of Islam.

The use of scaffolding is also seen in the independent assignments given to students. In this assignment, students are asked to write about their personal experiences or views regarding puberty. This assignment helps students to reflect on and relate the learning they have received to their real lives. As part of scaffolding, teachers provide additional guidance to help students structure their writing. The feedback given after this assignment shows that most students are able to relate the knowledge they have gained to their personal experiences, both in physical and psychological aspects.

Basically, scaffolding in this study functions to provide support that suits the needs of students. Some students who understand the material faster only need a basic explanation and an opportunity to discuss. Meanwhile, students who are struggling more need further guidance, such as providing more concrete examples and additional questions that guide them in understanding the material. This gradual approach ensures that each student gets help that suits their level of understanding. The final test results showed that most students experienced a significant improvement in their understanding of the signs of puberty. The students' average score on the final test increased to 80%, indicating that students not only memorized information, but also understood deeper concepts regarding the physical and psychological changes that occur during puberty. These results also reflect the success of the scaffolding method in helping students integrate their knowledge with personal experience.

However, despite the positive results, there are some challenges faced during the implementation of the scaffolding method. One of the main challenges is the difference in

the speed of understanding between students. Some students who have a better understanding of the material are able to follow the learning quickly, while others require more time and attention. This suggests that while scaffolding provides support, further adjustments are needed to ensure that all students receive adequate attention. Another challenge is how to convey material related to the psychological changes that occur during puberty. Some students find it difficult to relate the psychological changes they experience to the theory being taught. Although teachers have provided enough explanations, some students need more real-life examples or more in-depth discussions to understand the psychological changes that occur during puberty. Therefore, a more creative approach, such as using real stories or experiences, is needed that can help students better understand this psychological aspect.

Overall, the results of this study show that the scaffolding method has a positive impact on PAI learning on puberty signs material. Scaffolding-supported learning provides students with the opportunity to gain a deeper understanding of this complex and sensitive topic. In addition, this method also helps students develop social and emotional skills, as they feel more open and comfortable in discussing the changes that occur in them. In the context of Islamic religious education, learning about the signs of puberty is very important because it can help students to be better prepared to face the changes that occur in them, both physically, psychologically, and spiritually. By using scaffolding, teachers can create a learning environment that supports a holistic understanding of the change.

Scaffolding can also help students to internalize religious values related to puberty. For example, they can understand that puberty is not just a physical change, but also a starting point for responsibility in carrying out religious teachings, such as carrying out prayers, fasting, and other obligations. Thus, scaffolding not only improves students' understanding of the material, but also helps them to better appreciate and practice religious values in their daily lives. The application of the scaffolding method in PAI learning also contributes positively to the way teachers manage learning in the classroom. Teachers not only focus on delivering the material, but also pay more attention to the process of understanding students and provide support that suits their needs. This shows that scaffolding is not only effective for improving student understanding, but also improving teachers' skills in managing more inclusive learning.

The study also shows that learning that combines scaffolding with a sensitive approach to student needs can help create a more effective and enjoyable learning experience. This is reflected in the increase in students' activeness in discussions, better mastery of the material, and higher confidence in facing puberty.

However, despite the positive results, the study also recognizes the importance of continuous evaluation and development in the application of scaffolding methods. Every student has a different way of learning, and while scaffolding provides very useful support, more flexible adjustments are still needed to meet each student's individual needs. For further research, it is recommended to dig deeper into how scaffolding can be applied to other PAI materials related to students' spiritual and moral development. Thus, the results of this study can be a reference for further development in the application of the scaffolding method in Islamic Religious Education learning at the elementary school level. The increased understanding of puberty was also reflected in the students' test scores. Prior to the implementation of scaffolding, students' average test scores were relatively low, with many struggling to understand the broader concept of puberty. However, after the scaffolding approach was applied, the students' test scores improved significantly, with the average score rising from 55% to 80%. This indicates that scaffolding was successful in helping students not only memorize facts but also understand the underlying concepts.

Furthermore, scaffolding had a positive impact on students' emotional and social development. Through discussions and collaborative learning, students were able to connect with their peers and share their personal experiences. This helped build a sense of

community and understanding, reducing the feelings of isolation or embarrassment that some students may have felt regarding the topic of puberty. Despite the positive outcomes, the study also identified some challenges in applying the scaffolding method. One of the main challenges was the varying pace at which students grasped the material. Some students required more time and individualized support to fully comprehend the concepts, while others were able to keep up with the pace of the lesson. This highlighted the need for a more tailored approach to scaffolding that could address the diverse learning needs of all students.

Another challenge was related to teaching the psychological changes associated with puberty. While the physical changes were relatively easy to explain, the emotional and psychological aspects of puberty were more difficult for some students to understand. This suggests that additional strategies, such as using personal stories or real-life examples, could be beneficial in helping students better understand the emotional aspects of puberty. The scaffolding method also helped improve the teacher's ability to manage the classroom effectively. Teachers acted as facilitators rather than traditional instructors, guiding students through the learning process and providing support as needed. This shift in the teacher's role contributed to a more student-centered learning environment where students could take an active role in their learning.

Overall, the findings from this study suggest that scaffolding is a valuable tool for enhancing students' understanding of complex and sensitive topics, such as puberty, in Islamic Religious Education. By providing gradual support, scaffolding allowed students to develop a deeper understanding of the material and feel more comfortable discussing personal and sensitive topics. Additionally, the study highlighted the importance of creating a safe and supportive learning environment where students can feel comfortable exploring sensitive topics. Through scaffolding, students were able to engage in open and respectful discussions, which contributed to a more inclusive and empathetic classroom atmosphere.

The positive impact of scaffolding on student learning in this study demonstrates the potential for this method to be applied to other areas of education. Scaffolding can be an effective strategy in addressing a wide range of topics, particularly those that require both cognitive and emotional understanding. Therefore, it is recommended that scaffolding be further explored and applied in other areas of Islamic Religious Education and other subjects in schools. It is also important to note that the success of scaffolding depends on the teacher's ability to provide the appropriate level of support for each student. Teachers need to be flexible and responsive to students' needs, adjusting their support as necessary to ensure that all students benefit from the learning process. This requires ongoing professional development and training for teachers to effectively implement scaffolding in the classroom.

In conclusion, the implementation of the scaffolding method in teaching the signs of puberty material in PAI at SD Negeri 091609 Sinaksak was highly effective in improving students' understanding, participation, and confidence. The method helped students engage with the topic more deeply, overcoming emotional barriers and developing a greater understanding of the changes that occur during puberty. The positive outcomes of this study suggest that scaffolding is a valuable teaching strategy that can be applied to other subjects and educational contexts, contributing to a more holistic and inclusive learning experience for students.

## CONCLUSION

Based on the results of this study, it can be concluded that the implementation of the scaffolding method significantly improved the learning outcomes of students in understanding the signs of puberty material in Islamic Religious Education (PAI) at SD

Negeri 091609 Sinaksak. The use of scaffolding proved to be an effective strategy in enhancing students' cognitive and emotional understanding of this complex and sensitive topic. Initially, students had limited knowledge about puberty, primarily focusing on the physical changes such as the growth of hair in certain areas and voice changes. They were less aware of the psychological and emotional changes that accompany puberty. After scaffolding was implemented, students were able to grasp both the physical and psychological aspects of puberty more comprehensively. The scaffolding method, with its gradual support, allowed students to better understand the material through step-by-step guidance from the teacher. This approach helped students make connections between the knowledge provided and their personal experiences, making the content more relatable and easier to understand. One of the most significant impacts of scaffolding was the increased student engagement in class. At the beginning of the study, some students were hesitant and reluctant to discuss sensitive topics such as bodily changes and emotions during puberty. However, as scaffolding was applied, students became more comfortable asking questions and participating in group discussions, showing an increased level of active participation. In addition to increasing participation, scaffolding also enhanced students' confidence. Initially, many students felt uncomfortable discussing puberty due to its sensitive nature. However, after receiving clear explanations and engaging in guided discussions, students felt more confident in addressing the changes they were experiencing, both physically and emotionally. This shows that scaffolding not only improved cognitive understanding but also helped students overcome emotional barriers. Another key finding from this study is that scaffolding provided students with a structured and supportive learning environment. Teachers played a crucial role in facilitating discussions, asking thought-provoking questions, and ensuring that the learning process remained on track. This approach helped students feel more at ease and open to discussing a topic that might otherwise have been avoided or misunderstood.

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