



Implementation of the Scaffolding Method in Improving Learning Outcomes of the Material on Respecting Students' Parents at MTS Ibnu Zain Purwakarta

Yeti Heryati ✉, MTS Ibnu Zain, Indonesia

Yeni Budianti, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Yayah Lidya, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Yani Nuryani, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Wulida Intifaati, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

✉ yetiheriyanti02@gmail.com

Abstract: This study aims to analyze the effectiveness of the scaffolding method in improving student learning outcomes on the material of respecting parents at MTs. IBNU ZAIN Purwakarta. Scaffolding is a learning strategy that provides gradual guidance to students until they can understand the material independently. In this study, the method used was classroom action research (CAR) with a quantitative approach. Data were collected through observation, learning outcome tests, and interviews to assess the development of student understanding before and after the implementation of scaffolding. The results showed that the scaffolding method contributed positively to improving students' understanding of the material of respecting parents. The support provided by the teacher, such as guiding questions, concrete examples, and group discussions, helped students build better understanding. In addition, students became more active in the learning process and were able to internalize the moral values taught. In conclusion, the implementation of the scaffolding method systematically and continuously can improve student learning outcomes, especially in material related to moral values. Therefore, this method can be an effective learning alternative at the Madrasah Tsanawiyah level..

Keywords: scaffolding, learning outcomes, respecting parents, learning, Madrasah Tsanawiah IBNU ZAIN Purwakarta

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INTRODUCTION

This study aims to analyze the effectiveness of the implementation of the scaffolding method in improving student learning outcomes in the material of respecting parents at MTs. IBNU ZAIN Purwakarta. The scaffolding method is a learning approach that provides gradual guidance to students until they can understand and apply concepts independently (Santrock, 2021). The application of this method is based on the theory of the zone of proximal development (ZPD) proposed by Vygotsky, where students can achieve better understanding with the help of more expert people before finally being able to learn independently (Woolfolk, 2022).

In the context of learning at Madrasah Tsanawiyah, understanding moral values, such as respecting parents, is often a challenge. Students need more intensive guidance so that they not only understand the concept cognitively but are also able to apply it in

everyday life (Rahmawati & Suryani, 2023). The scaffolding method provides an opportunity for teachers to adjust learning strategies to the level of student understanding, so that they can learn gradually and more effectively. However, in practice, many students have difficulty understanding moral values because the learning methods applied are still conventional. Learning that only focuses on lectures often makes students passive and less actively involved in the learning process (Fauzan, 2021). This causes their low understanding of the material and the lack of internalization of moral values in their daily lives.

Several previous studies have shown that the scaffolding method can help improve students' understanding through gradual support. By using techniques such as providing instructions, concrete examples, and group discussions, teachers can help students build a better understanding of the concepts being learned (Sari & Nugroho, 2022). The support provided is gradually reduced as students' abilities increase, so that they can be more independent in learning. In addition, recent research has also revealed that the application of the scaffolding method not only improves cognitive understanding but also has an impact on students' social and emotional development. Students who are accustomed to learning with gradual guidance tend to be more confident in expressing their opinions and are able to work together with peers in understanding a material (Widodo, 2023). This shows that scaffolding is not just a learning method, but can also shape students' character more comprehensively.

The application of scaffolding in learning to respect parents can also provide a more meaningful learning experience. By using this approach, students not only learn through theory, but also through direct practice, such as role-playing and case studies that are relevant to their lives (Putri & Hidayat, 2022). This strategy allows students to understand that respecting parents is not just an obligation, but also part of the social values that must be carried out in everyday life. Thus, the application of the scaffolding method in learning moral values in Madrasah Tsanawiyah can be an effective solution to improve student learning outcomes. In addition to helping them understand the concept more deeply, this method also encourages them to be more active and reflective in the learning process (Amalia, 2021). Teachers have an important role in implementing scaffolding properly so that students can feel the maximum benefits of this approach.

Therefore, this study is expected to contribute to the development of more interactive and effective learning methods, especially in moral values education. With empirical evidence regarding the effectiveness of scaffolding, it is hoped that this method can be applied more widely in various subjects, especially those related to the formation of student character in Madrasah Tsanawiyah (Susanto, 2023).

METHODS

This study uses a quantitative approach with a classroom action research (CAR) design. The main data source in this study were students in certain classes at MTs. IBNU ZAIN Purwakarta who were the subjects of the application of the scaffolding method in learning the material of respecting parents. Primary data were obtained through direct observation during the learning process, student learning outcome tests before and after the implementation of the scaffolding method, and interviews with teachers and students to understand their experiences in using this method (Rahmawati & Suryani, 2023).

In addition to primary data, this study also uses secondary data obtained from research journals, reference books, and related academic documents that support the analysis of the effectiveness of the scaffolding method in learning moral values (Fauzan, 2021). This secondary data functions as a comparison and support for the research results to make them more valid and relevant to existing theoretical studies. Data Analysis. The data obtained were analyzed using quantitative descriptive analysis techniques. The test results before and after the implementation of scaffolding were analyzed using statistical methods to see the increase in student learning outcomes. This analysis technique aims to

measure the effectiveness of scaffolding in improving students' understanding of the material on respecting parents (Santrock, 2021).

In addition, data from observations and interviews were analyzed descriptively qualitatively to understand student interaction patterns in learning and the impact of the scaffolding method on their engagement in class (Widodo, 2023). This combination of quantitative and qualitative analysis is expected to provide a comprehensive picture of the effectiveness of the scaffolding method in improving student learning outcomes.

This study aimed to explore the effectiveness of scaffolding in improving the learning outcomes of students at MTS Ibnu Zain Purwakarta, specifically in the subject of respecting parents. The research employed a Classroom Action Research (CAR) design, which follows a cyclical process of planning, action, observation, and reflection. This methodology allowed for iterative improvements to the scaffolding strategy, providing real-time feedback and adaptations to enhance the learning process. The research was conducted over two cycles, each lasting four weeks, with the focus on understanding how scaffolding techniques can improve students' knowledge, attitudes, and behaviors related to respecting parents.

The study utilized a Classroom Action Research (CAR) design, which is a practical and participatory research approach aimed at improving classroom practices. CAR is particularly suitable for this type of study because it allows for direct intervention and adjustment in teaching practices, with the goal of improving students' learning outcomes. The research design involved two cycles, each containing four phases: planning, action, observation, and reflection. This cyclical structure allowed for continuous improvements and adaptations to the scaffolding approach as the research progressed. The participants in this study were 30 students of grade 7 at MTS Ibnu Zain Purwakarta, aged between 12 and 13 years old. These students were selected as they were in the early stages of their education and were learning about moral values, including respecting parents, as part of their religious education curriculum. The decision to focus on this particular group was based on their developmental stage and the importance of instilling strong values regarding family relationships during adolescence. All students participated voluntarily, and consent was obtained from both the students and their parents before the research commenced. The research used a combination of qualitative and quantitative instruments to collect data. The main instruments were observation sheets, student assessments, reflective journals, and interviews. The observation sheets were used by the teacher and researcher to record students' engagement, participation, and understanding of the lessons. The student assessments were administered before and after each cycle to evaluate their understanding of the topic, focusing on their knowledge of respecting parents and their ability to apply this knowledge in real-life situations. Reflective journals were used by students to document their thoughts and reflections on the topic, while interviews with students and the teacher provided qualitative insights into the effectiveness of the scaffolding approach.

In the planning phase, the researcher and teacher developed a lesson plan based on the principles of scaffolding. The focus of the lessons was on respecting parents, with activities designed to help students understand the importance of this value and learn how to apply it in their daily lives. Scaffolding strategies included guided discussions, group work, and role-playing, with the teacher providing initial support to help students engage with the material. The lesson plans were designed to progressively increase in difficulty, with the teacher gradually reducing support as students became more confident and capable of understanding and applying the concept of respecting parents. The planning phase also involved setting clear learning objectives. By the end of the first cycle, students were expected to demonstrate an understanding of the concept of respecting parents and recognize its importance in family and societal contexts. In the second cycle, the goal was for students to show increased ability to apply the concept of respect in real-life situations, demonstrating improved behaviors both at school and at home.

The action phase involved implementing the lessons according to the prepared scaffolding strategies. In the first cycle, the teacher introduced the concept of respecting parents by providing examples and asking guiding questions such as, "Why is it important to respect our parents?" and "How can we show respect to our parents in our daily lives?" Students participated in group discussions where they shared their thoughts and experiences related to respecting parents. These discussions helped students think critically about the topic and relate it to their own lives. Role-playing was another key activity in the first cycle. Students were given scenarios where they needed to act out situations involving respect toward parents, such as a conversation about household responsibilities or helping with chores. The teacher provided prompts and feedback to guide students in understanding the appropriate ways to show respect in these situations. Scaffolding was provided in the form of hints, suggestions, and modeling by the teacher, and as students became more comfortable with the material, they were gradually given more autonomy to explore the concepts on their own. In the second cycle, the scaffolding strategy was adjusted to include more challenging activities. Students were asked to create short skits demonstrating how they could apply respect for parents in various real-life scenarios. This activity encouraged students to think creatively about how they could show respect outside of the classroom, including at home and in the community. The teacher continued to provide support but gradually reduced their involvement, allowing students to take on more responsibility for their learning. Peer feedback was also incorporated, allowing students to learn from each other and further reinforce the value of respecting parents.

During the action phase, the researcher and teacher closely observed the students' engagement and progress. Observation sheets were used to track students' participation in discussions, role-playing, and other activities. The observations focused on students' ability to articulate their understanding of respecting parents, as well as their willingness to participate in the activities. It was noted whether students demonstrated positive behaviors during group work and role-playing, as these were indicators of their internalization of the value. Additionally, student assessments were conducted at the end of each cycle. These assessments consisted of both written and oral evaluations, where students were asked to explain the concept of respecting parents and provide examples of how they had applied it in their lives. The assessments also included scenario-based questions, where students had to describe how they would handle situations involving respect for parents. The results of these assessments were analyzed to determine the effectiveness of the scaffolding strategies in improving students' understanding and behaviors.

After each cycle, the teacher and researcher engaged in reflective discussions to evaluate the effectiveness of the scaffolding approach. In the first cycle, the reflections indicated that while students showed some understanding of the concept of respecting parents, they needed more support to fully apply the value in different contexts. The role-playing activities helped, but the teacher noted that some students still struggled to connect the theoretical knowledge to real-life situations. Based on this feedback, adjustments were made in the second cycle, including more complex scenarios and peer feedback to foster deeper engagement. The teacher also reflected on the level of scaffolding provided. Initially, the teacher provided significant support, but as the cycles progressed, the support was gradually reduced to encourage students to take more ownership of their learning. This gradual release of responsibility was an essential component of the scaffolding approach, as it helped students become more confident and independent in their understanding of respecting parents.

Data collected from observations, assessments, and student reflections were analyzed both qualitatively and quantitatively. The qualitative data from the reflective journals and interviews were coded and categorized into themes, such as understanding, engagement, and application of the concept. The quantitative data from the pre- and post-cycle assessments were compared to measure any improvements in students'

understanding of the topic. The analysis showed that students' understanding of respecting parents improved significantly by the end of the second cycle. The post-assessment results indicated a greater ability to define respect for parents and provide examples of how they could demonstrate this value in everyday situations. Additionally, the reflective journals revealed that many students had internalized the value of respect and were able to apply it outside the classroom.

Throughout the study, ethical considerations were taken into account to ensure the integrity of the research process. Informed consent was obtained from both the students and their parents before the research commenced. Students were assured that their participation was voluntary and that their responses would remain confidential. All data collected were used solely for the purpose of the study, and the findings were presented in aggregate form to maintain student privacy. While this study provided valuable insights into the effectiveness of scaffolding in teaching the concept of respecting parents, there were some limitations. The research was conducted in a single school with a relatively small sample size, which may limit the generalizability of the findings. Additionally, the study focused on a specific value, and further research is needed to explore the effectiveness of scaffolding in teaching other moral values across different contexts and age groups.

The application of scaffolding in teaching the value of respecting parents was found to be effective in improving students' understanding and application of this concept. Through the gradual release of support, students were able to connect theoretical knowledge to real-life situations and demonstrate increased respect for their parents in both the classroom and at home. The use of role-playing, group discussions, and peer feedback were key scaffolding strategies that encouraged active participation and deepened students' emotional connection to the value. Based on these findings, scaffolding is a valuable tool for teaching moral values in educational settings. Further research is needed to explore the long-term impact of scaffolding on students' behaviors and attitudes outside the classroom.

RESULTS

The results of the study showed a significant increase in student learning outcomes after the implementation of the scaffolding method. Quantitative data obtained from the test results before and after the intervention showed that the average student score increased from 65.4 before the implementation to 83.7 after the implementation of scaffolding. This increase indicates that the scaffolding method helps students understand the material on respecting parents better (Fauzan, 2021).

In addition, the results of observations during the learning process showed that students were more active in discussing, asking questions, and providing responses to the material being taught. Compared to the lecture method previously implemented, learning with scaffolding makes students more involved in the learning process, increases their self-confidence, and encourages a deeper understanding of the importance of respecting parents (Widodo, 2023).

From the table above, it can be seen that the number of students with high scores (80-100) increased from 5 students before the intervention to 16 students after the implementation of scaffolding. Meanwhile, the number of students with low scores (0-59) decreased from 8 students to 2 students. This shows that the scaffolding method has a positive impact on student understanding and learning outcomes. To ensure data validity, this study conducted triangulation by comparing test results, observations, and interviews. Academic test results were used as quantitative indicators of increased student understanding, while observations and interviews with teachers and students were used to confirm whether this increase was truly related to the scaffolding method applied (Rahmawati & Suryani, 2023). The results of interviews with teachers showed that students were more enthusiastic in participating in learning after scaffolding was

implemented. Teachers observed that students asked more questions and were more active in discussing in small groups. In addition, students felt more confident in answering questions because they received gradual guidance before facing more complex tasks (Sari & Nugroho, 2022). In addition, students also expressed that they found it easier to understand the material because learning was carried out gradually with support from teachers and peers. Techniques such as giving examples, group discussions, and direct guidance from teachers helped them understand the concept of respecting parents better. This shows that scaffolding not only improves academic outcomes but also builds students' social skills in working together and communicating (Amalia, 2021). Based on quantitative and qualitative data analysis, it can be concluded that the scaffolding method is an effective learning strategy in improving students' understanding of moral values. With gradual support, students are able to achieve a deeper understanding and are able to apply the concepts learned in everyday life (Putri & Hidayat, 2022). Thus, the results of this study strengthen previous findings which state that scaffolding can improve learning outcomes and student involvement in the learning process. Therefore, this method can be used as an effective alternative strategy to improve the quality of moral values learning in Madrasah Tsanawiyah (Susanto, 2023).

The application of scaffolding as a teaching method in MTS Ibnu Zain Purwakarta to enhance students' understanding of respecting parents proved to be successful. The research, conducted over two cycles, demonstrated significant improvements in students' engagement, knowledge retention, and behavioral application of respect for their parents. In the first cycle, students were introduced to the concept of respecting parents through guided discussions and role-playing activities. Initially, many students showed limited understanding of what it meant to respect their parents beyond basic actions. When asked to explain the concept, some students could provide general answers like "helping at home" or "listening to their parents," but they struggled to articulate the deeper, emotional aspects of respect. The initial pre-assessment results indicated that while most students were aware of the importance of respecting parents, they lacked concrete examples and a clear understanding of how to apply respect in real-life situations.

During the first cycle's role-playing activities, the students were divided into small groups, where they acted out situations involving respect for parents, such as helping with household chores, obeying parental rules, and showing appreciation for parental efforts. While the activities were somewhat effective in engaging students, it became evident that many still needed additional support to link the theoretical concepts to practical applications. Some students were passive participants, while others found it challenging to come up with realistic scenarios where respect could be demonstrated. The teacher provided continuous prompts and guidance, reinforcing the key aspects of respect, but the first cycle revealed a need for more direct connection to personal experiences. At the end of the first cycle, observation notes revealed that some students exhibited minimal changes in their behavior outside the classroom, while others were still uncertain about how to act respectfully in different contexts. The teacher noticed that while students understood the concept intellectually, they needed further opportunities to practice and internalize the behavior. Based on this, adjustments were made for the second cycle, including increasing the complexity of the activities and reducing the scaffolding support to encourage more independent learning and application.

The second cycle saw a marked improvement in student engagement and comprehension. Adjustments were made by introducing more realistic role-playing scenarios and providing students with opportunities for peer feedback. In the second cycle, students were asked to create short skits in groups, where they demonstrated different ways of respecting parents in a variety of situations, including conflicts, helping at home, and respecting parental authority in everyday decisions. This more challenging task required students to think creatively and apply their understanding of respect in dynamic situations. The scaffolding was reduced during this phase, with students encouraged to take more initiative and responsibility for their learning. As students

performed their skits, the teacher facilitated discussions, asking probing questions to help them reflect on their actions. "Why is it important to show respect even when you disagree with your parents?" and "How can showing respect improve your relationship with your parents?" These questions helped deepen students' emotional connection to the concept of respect. The students began to show more confidence in expressing their understanding of respect and its importance in maintaining a harmonious relationship with their parents.

Post-assessment results from the second cycle demonstrated a significant improvement in students' understanding and application of respecting parents. Compared to the pre-assessment, the post-assessment showed a higher level of comprehension and the ability to explain and exemplify respect for parents in both written and oral responses. Several students reported that they had applied what they had learned at home by showing more appreciation to their parents, helping with chores without being asked, and communicating more respectfully with their family members. Reflective journals also indicated that many students experienced a change in their attitudes toward their parents. One student wrote, "I never really thought about how I talk to my parents. After these lessons, I try to listen to them more and not argue as much." Another student reflected, "Before, I didn't always help at home because I thought it was my parents' job, but now I understand that helping them is a way to show my respect." These reflections showed that the students had internalized the lessons and were actively trying to implement the value of respect in their daily lives.

The teacher observed that the students' interactions both in and outside the classroom had improved. Many students began to exhibit more cooperative behavior, not just in academic tasks but also in group activities and in their relationships with peers. The classroom environment became more respectful, with students demonstrating greater patience, listening skills, and appreciation for one another. This behavioral change extended beyond the classroom, with some students even volunteering to help their parents more at home, demonstrating the application of their newly acquired respect in real-life situations. Furthermore, students' engagement in group discussions and activities also increased. In the second cycle, students showed more initiative in participating, asking questions, and sharing personal stories about their experiences with respect. The role-playing activities provided students with a platform to practice empathy and perspective-taking, as they had to step into different roles and understand the emotions and needs of others. This created an environment of emotional growth, where students not only learned about respect but also experienced it firsthand through collaborative activities.

Although the scaffolding approach yielded positive results, there were still some students who required additional support. A few students, particularly those with more reserved personalities, found it difficult to engage in role-playing or share their reflections openly. In these cases, the teacher provided one-on-one guidance and encouraged them to participate in smaller group discussions. The teacher also emphasized the importance of patience and empathy in fostering an inclusive environment where all students felt comfortable expressing their thoughts. Overall, the results of this study indicated that scaffolding is an effective approach in teaching values such as respecting parents. The gradual release of responsibility, from teacher-guided activities to independent group work, allowed students to develop both cognitive and emotional understanding. Through structured support and interactive activities, students were able to internalize the concept of respect and demonstrate their learning in both classroom discussions and at home.

The findings from the post-assessment and student reflections highlight the effectiveness of scaffolding in helping students connect theoretical concepts to real-life situations. By using role-playing, peer feedback, and reflective journaling, students not only understood the value of respecting their parents but also applied this understanding in their interactions with family members. This suggests that scaffolding, when applied thoughtfully, can promote deeper understanding and long-lasting behavioral change in students. In conclusion, the application of scaffolding in this study significantly improved

students' understanding and application of the concept of respecting parents. The combination of structured support, active participation, and reflection helped students develop both cognitive and emotional connections to the material. As students practiced the value of respect through role-playing, discussions, and journaling, they demonstrated greater empathy, improved behavior, and a deeper understanding of the importance of maintaining harmonious relationships with their parents. These results indicate that scaffolding is a valuable teaching strategy in promoting moral and social values among students.

DISCUSSION

To ensure the validity of the research results, data validation was carried out using the triangulation method, namely comparing the results from several different data sources, such as learning outcome tests, observations during the learning process, and interviews with teachers and students. This validation aims to ensure that the increase in learning outcomes that occurs is indeed the impact of the implementation of the scaffolding method and not other factors (Rahmawati & Suryani, 2023).

The learning outcome test was used as the main quantitative data in this study. Statistical analysis showed an increase in the average student score from 65.4 to 83.7 after the implementation of scaffolding. These results were then confirmed by classroom observations which showed an increase in student interaction during learning. Students became more active in asking questions, answering questions, and discussing with their classmates. This strengthens the assumption that the scaffolding method plays a role in improving their understanding (Fauzan, 2021).

In addition, interviews with teachers were conducted to gain perspective on changes in student learning behavior. Teachers stated that after the implementation of scaffolding, students were more independent in completing assignments and more confident in expressing their opinions. Students who were previously passive in class began to show higher engagement in learning, especially in group discussions and presentations (Sari & Nugroho, 2022). Interviews with students also showed that they found it easier to understand the material on respecting parents because learning was carried out in stages. They were given the opportunity to learn through concrete examples, group discussions, and direct guidance from teachers before being given more complex assignments. This process helped them understand moral values better and apply them in their daily lives (Putri & Hidayat, 2022).

The validation results showed that there was consistency between quantitative and qualitative data. The increase in student scores in the learning outcome test was in line with the results of observations and interviews which showed an increase in student participation and understanding in learning. This proves that the scaffolding method is effective in improving student learning outcomes in the material on respecting parents (Widodo, 2023). Furthermore, the data from this study are also in accordance with the findings of previous studies which showed that the scaffolding method can improve learning outcomes by providing gradual guidance to students (Amalia, 2021). Thus, this method is not only proven effective in academic learning but also in learning moral values in Madrasah Tsanawiyah. Based on the validation results, it can be concluded that the application of the scaffolding method in learning moral values at MTs. IBNU ZAIN Purwakarta has a significant positive impact. Therefore, this method is recommended for use in learning other moral values in order to improve student understanding and involvement in the learning process (Susanto, 2023).

The implementation of scaffolding in teaching the concept of respecting parents at MTS Ibnu Zain Purwakarta led to notable improvements in students' understanding and behavioral application. The study, conducted in two cycles, showed that scaffolding effectively helped students deepen their comprehension of the topic, allowing them to connect theory with practice. In the first cycle, students initially had a basic

understanding of what it means to respect parents. Their knowledge was limited to abstract ideas such as “listening to parents” or “helping around the house.” When asked to explain the concept in greater depth, many students struggled to provide concrete examples or to articulate why respecting parents is important. Although they recognized the value of respect, they found it difficult to translate this understanding into specific behaviors. The pre-assessment results revealed that most students could grasp the idea of respect, but their understanding was superficial, and they lacked a deeper emotional connection to the concept.

The role-playing activities introduced in the first cycle allowed students to act out various scenarios related to respecting parents. These scenarios included helping parents with chores, obeying rules, and showing appreciation. The scaffolding provided during these activities involved the teacher asking guiding questions, such as, “How do you feel when you help your parents?” and “Why is it important to show respect even when you don’t agree with your parents?” Although students participated, many needed more time and encouragement to engage fully. Some were hesitant to participate in the role-playing activities, which showed that further support was needed to help them apply the concept in more realistic contexts. By the end of the first cycle, observation notes indicated that while students’ theoretical understanding of respect had improved, their ability to apply this knowledge in real-life situations remained limited. A few students began to demonstrate respect toward their parents in specific contexts, but many were still unsure how to express this value consistently in their daily lives. The teacher noted that more concrete examples and deeper emotional engagement were necessary for students to fully internalize the lessons.

In the second cycle, significant adjustments were made to improve student participation and application. Role-playing activities were expanded to include more complex scenarios that required students to engage more deeply with the concept of respect. These new activities encouraged students to think critically about how to show respect even in difficult situations, such as when disagreeing with parents or when parents were upset. Students were also asked to work in pairs or small groups to create short skits demonstrating different situations where they could show respect. The scaffolding was gradually reduced, with the teacher providing less direct guidance, encouraging students to take on more responsibility in their learning. The second cycle showed a marked improvement in student engagement. As students worked in groups to create and perform skits, they began to take more initiative in expressing their understanding of respect for parents. They actively participated in the discussions, sharing their personal experiences and ideas about respect. The role-playing exercises became more realistic and interactive, which helped students practice empathy by stepping into their parents’ shoes. They discussed how their actions could impact their parents’ emotions and how showing respect could strengthen their relationships.

The post-assessment results of the second cycle showed significant improvements in students’ understanding and application of respect for their parents. When compared to the pre-assessment, the post-assessment demonstrated that most students could now provide clear, specific examples of how they show respect for their parents. For instance, students were able to articulate how they could help their parents without being asked or how they would respond respectfully during a disagreement. These improvements indicated that the scaffolding approach had helped students not only understand the concept but also apply it in real-life situations. Reflective journals provided further evidence of the students’ growing understanding of respect. Many students wrote about how they had applied what they had learned at home, describing how they helped with household chores or communicated more openly and respectfully with their parents. One student wrote, “Before this lesson, I never thought about helping my mom with cooking, but now I do it because I know it’s a way to respect her.” Another student shared, “I used to argue with my father a lot, but now I try to listen first before speaking.” These reflections revealed that the students had internalized the concept of respect and were

actively trying to implement it in their daily lives. The teacher also observed positive changes in student behavior in and outside the classroom. There was a noticeable increase in the level of cooperation among students during group work. They demonstrated greater patience and understanding with each other, which suggested that they were applying the principles of respect not only to their parents but also to their peers. In classroom discussions, students were more willing to share their thoughts and listen to others, creating a more respectful and collaborative atmosphere.

In addition, students were observed demonstrating greater respect for authority figures, including teachers. They followed instructions more attentively and engaged in class activities with more enthusiasm. This shift in behavior indicated that the lessons on respecting parents had positively influenced students' overall attitudes toward respect in general, making them more respectful toward authority figures and their peers. However, despite the overall success of the scaffolding approach, some students still faced challenges in fully engaging with the lessons. A few students, particularly those who were more introverted, found it difficult to participate in the role-playing exercises and group discussions. While scaffolding was helpful, these students required more individualized support to fully participate and feel comfortable expressing their thoughts. In future iterations, it would be beneficial to provide more one-on-one guidance for students who struggle with social interaction or who are less confident in group settings. The scaffolding approach was also found to be effective in enhancing students' critical thinking skills. By asking students to reflect on their own actions and decisions, and by encouraging them to consider alternative perspectives, scaffolding fostered deeper cognitive engagement. Students were prompted to think about the consequences of their actions on their relationships with their parents, and this reflective process helped them better understand the value of respect in maintaining healthy family dynamics. Overall, the results indicate that scaffolding is an effective strategy for teaching moral values such as respect for parents. The gradual release of responsibility allowed students to develop both cognitive and emotional understanding of the topic. Through role-playing, group discussions, and reflective journaling, students were able to connect the abstract concept of respect with their own experiences and behaviors. The improvements in students' understanding and behavior suggest that scaffolding not only enhances academic learning but also supports social and emotional development.

The study also highlighted the importance of providing continuous feedback throughout the learning process. The ongoing interaction between the teacher and students during the scaffolding activities allowed students to receive real-time feedback, which helped them refine their understanding and improve their application of respect. This continuous feedback loop played a crucial role in ensuring that students were able to internalize the lessons effectively. Another significant outcome of the study was the students' increased ability to reflect on their behavior. Through the use of reflective journals, students were able to connect their academic learning to their personal experiences. They demonstrated a growing awareness of how their actions impact others, particularly their parents, and they expressed a desire to improve their relationships at home. This reflective practice was essential in helping students internalize the concept of respect and make it a part of their daily lives.

In conclusion, the implementation of scaffolding in teaching the concept of respecting parents proved to be highly effective in enhancing students' understanding and application of respect. The interactive and supportive nature of the scaffolding approach, combined with reflective activities and role-playing, enabled students to internalize the concept and demonstrate it in their behaviors. The findings from this study suggest that scaffolding can be a valuable tool in promoting not only academic knowledge but also social and emotional development in students.

CONCLUSION

The results of this study indicate that the implementation of the scaffolding method in learning the value of respecting parents at MTs. IBNU ZAIN Purwakarta is effective in improving student learning outcomes. Quantitative data shows an increase in the average student score from 65.4 before the implementation to 83.7 after the implementation of scaffolding. In addition, the number of students who obtained high scores (80-100) increased significantly, while students with low scores decreased. The results of observations and interviews also confirmed that the scaffolding method was able to increase student involvement in learning, make them more active in discussions, and improve deeper understanding of the material. This success is supported by data validation carried out through triangulation, namely by comparing test results, classroom observations, and interviews with teachers and students. The alignment of findings from various data sources proves that the increase in student understanding does not occur by chance, but is a direct impact of the implementation of the scaffolding method. Thus, this study strengthens previous findings that scaffolding is an effective strategy in improving the quality of learning, both in academic and moral aspects. Academically, the scaffolding method has been shown to help students understand concepts more systematically and deeply. With gradual support, students not only receive information passively but are also trained to think critically and independently in understanding the material. This has a positive impact on their learning outcomes and can be a solution to the problem of low student understanding of moral material in Madrasah Tsanawiyah. In addition to academic impacts, this method also provides significant social contributions. Through a discussion-based approach and group work, scaffolding helps students develop social skills such as communication, cooperation, and empathy. Students are more accustomed to interacting actively, helping each other understand the material, and learning to respect the opinions of their friends. This ability is not only useful in the school environment, but also in their social life outside the classroom. With these positive results, the application of the scaffolding method in learning moral values can be a model that is applied more widely in other Madrasah Tsanawiyah. Teachers are advised to adapt this strategy in learning various moral concepts in order to improve students' understanding gradually and sustainably. Thus, scaffolding can play a role not only in improving academic achievement but also in shaping better student character and morals.

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