Efforts to Improve Understanding in Learning the Material on Living in Peace and Forgiving Each Other at SD Negeri 081724 Silau Dunia by Using Scaffolding

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Abstract: Islamic Religious Education learning aims to shape the character of students to have a tolerant, peaceful attitude, and be able to forgive each other in everyday life. However, in practice, students' understanding of the material Living in Peace and Forgiving Each Other still often experiences obstacles, both in terms of concept and its application in social life. This study aims to improve students' understanding by implementing a scaffolding strategy, a learning approach that provides gradual guidance according to students' needs until they are able to understand the concept independently. The research method used is classroom action with stages of planning, implementation, observation, and reflection. The results of the study showed that the application of scaffolding can improve students' understanding of the concept of living in peace and forgiving each other. Students become more active in discussions, understand the material more easily, and are able to relate the concepts learned to everyday life. Thus, the use of scaffolding as a learning strategy can be an effective alternative in improving students' understanding of moral and social values in Islamic Religious Education. The research method used is classroom action with stages of planning, implementation, observation, and reflection. The results of the study showed that the application of scaffolding can improve students' understanding of the concept of living in peace and forgiving each other. Students become more enthusiastic about learning, understand the material more easily, and are able to connect the values they learn with their personal experiences.

Keywords: scaffolding, understanding, learning, living in peace, forgiving each other.

INTRODUCTION

Education plays an important role in shaping the character and personality of students. One important aspect of education is the learning of moral and social values, which aims to create individuals with noble character and are able to interact harmoniously in society. In the context of Islamic Religious Education, the material on Living in Peace and Forgiving One Another is a very fundamental part in instilling an attitude of tolerance and respect for others. By understanding this concept, it is hoped that students can apply it in their daily lives, both in the school environment, family, and

society. However, in reality, students' understanding of the concept of living in peace and forgiving one another is often less than optimal. Many students still have difficulty applying this attitude in real life. This can be seen from the ongoing conflict in the school environment, both in the form of disputes between individuals and a lack of mutual respect. Therefore, an effective learning strategy is needed so that students not only understand the concept in theory, but are also able to apply it in their social lives.

One approach that can be applied in learning is scaffolding. Scaffolding is a learning strategy that provides gradual guidance to students until they are able to understand and master the material independently. This approach helps students build their understanding through guidance given by teachers or peers. With structured guidance, students can more easily understand the material and relate it to their personal experiences. In learning the material Living in Peace and Forgiving Each Other, the scaffolding strategy can be applied through various methods, such as group discussions, case studies, simulations, and providing concrete examples in everyday life. With this approach, students not only learn passively, but also actively explore the concepts taught. In addition, the teacher acts as a facilitator who helps students understand and internalize the values contained in the material.

In addition to helping improve students' understanding, the scaffolding strategy can also increase their involvement in the learning process. With guidance that is appropriate to the needs of each student, they become more confident in expressing opinions and sharing experiences. This can create a more dynamic and enjoyable learning environment, so that students are more motivated to understand and apply the values of living in peace and forgiving each other in their lives. This study aims to analyze the effectiveness of the scaffolding strategy in improving students' understanding of the material Living in Peace and Forgiving Each Other. By using the classroom action research method, this study will observe changes in students' understanding before and after the implementation of the scaffolding strategy. Data will be collected through observation, interviews, and evaluation of student learning outcomes.

The results of this study are expected to contribute to the development of more effective learning methods, especially in Islamic Religious Education learning. With increasing students' understanding of the concept of peaceful living and forgiveness, it is hoped that they can practice these values in their daily lives. In addition, the results of this study can also be a reference for educators in developing more innovative and interactive learning strategies. Thus, the application of the scaffolding strategy in learning the material Living in Peace and Forgiving Each Other has great potential in improving students' understanding of moral and social values. Through a structured approach based on real experience, it is hoped that students can develop an attitude of tolerance, respect differences, and be able to practice forgiveness in their daily live.

METHODS

This study uses a classroom action research (CAR) method that aims to improve students' understanding of the material Living in Peace and Forgiving Each Other through the application of scaffolding strategies. This method was chosen because it allows teachers to intervene directly in the learning process and observe changes that occur in students gradually. CAR is carried out in several cycles that include the stages of planning, implementing actions, observation, and reflection. The first stage in this study is planning, which includes the preparation of learning tools, such as the Learning Implementation Plan (RPP), teaching materials, and evaluation instruments. At this stage, the researcher also designs scaffolding strategies that will be applied in learning, such as providing gradual guidance, using concrete examples, and group discussions to help students understand the concept of living in peace and forgiving each other. Furthermore, the implementation stage of the action is carried out by applying scaffolding strategies in the learning process. The teacher provides directions in stages, starting from explaining the

concept in general, providing real examples, to guiding students in linking the material to their personal experiences. During the learning process, the teacher also uses questioning techniques, group discussions, and giving reflective assignments to ensure that students really understand the concepts being taught. In the observation stage, the researcher observed the students' activeness in learning, their level of understanding of the material, and their response to the scaffolding strategy applied. Observation data were collected through observation sheets, field notes, and interviews with students and teachers. In addition, the results of student learning evaluations were also analyzed to measure the effectiveness of the scaffolding strategy in improving their understanding of the material.

The reflection stage was carried out by analyzing the results of observations and evaluations that had been collected. If obstacles were found in the implementation of the scaffolding strategy, improvements and adjustments were made to the strategy in the next cycle. This process was carried out repeatedly until optimal results were obtained, namely increased student understanding of the material being taught. With this classroom action research approach, it is hoped that the scaffolding strategy can be proven effective in improving students' understanding of the values of peaceful living and attitudes of mutual forgiveness. The results of this study can also be a reference for teachers in developing more innovative learning methods that are in accordance with students' needs.

The results of the study showed that the application of the scaffolding strategy in learning the material Living in Peace and Forgiving has a positive impact on students' understanding. This can be seen from the increase in student involvement in the learning process, both in group discussions and when working on reflective assignments. Students who were previously passive became more active in asking questions and participating in learning. The scaffolding strategies implemented, such as providing concrete examples, using guided questions, and gradual guidance, help students understand concepts more easily. In addition, the evaluation of learning outcomes showed an increase in students' understanding scores after the implementation of the scaffolding strategy. In the early stages before the intervention, many students had difficulty connecting the concepts of living in peace and forgiving each other with everyday life. However, after receiving gradual guidance, they were better able to understand and provide real examples of how to apply these values in social interactions. Observations made during learning also revealed that the scaffolding strategy was able to increase students' learning motivation. With gradual support from teachers and peers, students felt more confident in expressing their opinions and discussing personal experiences related to the material. This created a more interactive and enjoyable learning atmosphere, making it easier for students to internalize the values taught. Although the scaffolding strategy proved effective in improving student understanding, several obstacles were also found during the study. One of the main challenges was the differences in students' levels of understanding which were quite diverse, thus requiring a more flexible guidance strategy that was tailored to individual needs. In addition, the implementation of scaffolding takes longer than conventional learning methods, because teachers must provide guidance in stages until students truly understand the material.

To overcome these obstacles, more mature planning is needed, such as grouping students based on their level of understanding and using various learning media that can strengthen the concepts being taught. Teachers can also apply scaffolding strategies more efficiently by utilizing learning technology, such as educational videos or interactive simulations, to accelerate the process of student understanding. Overall, the analysis of the results of this study shows that the application of scaffolding strategies in Islamic Religious Education learning, especially in the material Living in Peace and Forgiving Each Other, can significantly increase student understanding and engagement. With the right approach and adjusted to the needs of students, this strategy can be an effective method in instilling moral and social values in everyday life..

RESULTS

This Classroom Action Research (CAR) aimed to explore the effectiveness of scaffolding in improving students' understanding of peaceful living and forgiveness at SD Negeri 081724 Silau Dunia. The study was conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection. The research findings indicate a significant improvement in students' understanding and application of these values as a result of the scaffolding techniques employed. During the first cycle, scaffolding was introduced in the form of guided questions, group discussions, and teacher prompts. The students showed some initial engagement with the material, but their understanding of the concepts of peaceful living and forgiveness was still superficial. Many students were able to identify situations where forgiveness could be applied but struggled to explain how forgiveness worked in resolving conflicts or restoring relationships. Observation of the classroom dynamics revealed that while some students actively participated in discussions, others were more passive. Those who were less engaged seemed to require additional support to connect the abstract values of forgiveness and peaceful living to their personal experiences. The overall participation was uneven, and students were not fully able to grasp the emotional and practical dimensions of these values. This suggested that further adjustments to the scaffolding approach were needed.

The implementation of scaffolding in the teaching of peaceful living and forgiveness at SD Negeri 081724 Silau Dunia showed significant improvements in students' understanding and application of these concepts. The research, conducted over two cycles, revealed that scaffolding strategies, such as guided questioning, group discussions, and role-playing, effectively enhanced students' comprehension and social-emotional development. In the first cycle, students initially demonstrated basic knowledge of forgiveness and peaceful living but struggled to apply these concepts in real-life situations. Observations during the first cycle indicated that while students could explain the concepts in abstract terms, they found it difficult to relate them to their personal experiences. Many students participated in group discussions, but the level of engagement was inconsistent. Some students were more active in sharing their thoughts, while others remained passive and needed further encouragement to connect the ideas to real-world situations.

By the second cycle, after adjusting the scaffolding techniques, there was a noticeable increase in student engagement. The introduction of role-playing activities played a pivotal role in this improvement. Students were able to act out situations where forgiveness was needed, and this hands-on approach helped them understand the emotional and practical significance of forgiveness. The activities provided students with a safe space to practice forgiveness in a structured environment, which contributed to a deeper understanding of its application. Students also demonstrated more empathy and cooperation as they engaged in role-playing scenarios. They began to see how forgiveness can help resolve conflicts and foster peace in relationships. The second cycle saw an improvement in social interactions among students, as they were more willing to collaborate and help each other. The role-playing activities not only encouraged students to understand the importance of forgiveness but also allowed them to practice conflict resolution skills in a real-life context.

Another key finding from the second cycle was the improved quality of group discussions. Students were able to articulate their thoughts more clearly and reflect on their personal experiences with forgiveness. Some students shared stories of how they had forgiven friends or family members, which helped create a more emotionally connected classroom environment. These reflective conversations demonstrated that the scaffolding approach allowed students to connect the lessons to their own lives, making the concepts more meaningful and relatable. Assessments conducted at the end of each cycle showed a marked improvement in students' understanding of the concepts. In the pre-assessment, many students struggled to define forgiveness and peaceful living in practical terms. However, by the end of the second cycle, students were able to describe forgiveness not only as an emotional release but also as a conscious choice that can lead to peaceful

resolutions. The post-assessment also showed that students were more capable of applying these concepts in their interactions with others, both in and outside the classroom.

The scaffolding approach also facilitated significant emotional growth in the students. Several students reported feeling more confident in their ability to forgive others and resolve conflicts peacefully. The activities allowed them to express their feelings in a safe and supportive environment, and many students showed an increased willingness to work through conflicts without resorting to aggression. The positive changes in students' behavior were evident as they demonstrated greater empathy and understanding in their daily interactions. Throughout the research, there was a clear pattern of improvement in students' ability to reflect on their behavior and emotions. Reflection, an essential part of the scaffolding process, helped students internalize the concepts and make personal connections with them. As students reflected on the importance of forgiveness, many shared that they were able to forgive themselves for past mistakes, which is a critical aspect of emotional development.

However, there were some students who still required additional support. A few students, especially those who were more reserved, needed extra encouragement to fully engage in group activities and role-playing. In future implementations, providing these students with more individualized scaffolding, such as one-on-one guidance or smaller group work, could further improve their engagement and understanding. Overall, the results indicate that scaffolding is an effective strategy for teaching complex social and emotional concepts like peaceful living and forgiveness. By gradually reducing support and encouraging active participation, scaffolding helped students deepen their understanding and apply these values in their lives. The positive changes in students' social behavior and emotional growth suggest that scaffolding can be a powerful tool in fostering a peaceful and harmonious classroom environment.

In the second cycle, the scaffolding approach was adjusted based on the reflections from the first cycle. More interactive activities, such as role-playing scenarios, were incorporated into the lessons. These activities were designed to help students practice forgiveness and peaceful living in real-life situations, thereby allowing them to connect the theoretical material to practical experiences. The results of the second cycle were significantly better. Students were more engaged in the activities, and their understanding of forgiveness deepened. Through role-playing, students had the opportunity to actively practice forgiving others and resolving conflicts. This hands-on approach helped students not only understand the importance of forgiveness but also see how it could be applied in their daily interactions with peers. Furthermore, group discussions during the second cycle revealed that students were now able to articulate the significance of forgiveness and its role in creating a peaceful environment. Many students shared personal stories of times when they had forgiven others, demonstrating a deeper emotional connection to the material. The students' willingness to forgive and resolve conflicts was also evident in their social interactions, as there was an increase in cooperation, empathy, and conflict resolution among classmates.

The scaffolding approach also had a noticeable impact on students' social and emotional development. As the students learned about forgiveness and peaceful living, they began to demonstrate increased empathy and understanding toward their peers. There was a visible improvement in their ability to resolve conflicts peacefully, and students became more willing to work together in a cooperative manner. Additionally, students reported feeling more confident in their ability to forgive others and manage conflicts in their personal lives. The role-playing and reflective activities provided them with practical tools for navigating difficult situations and helped them internalize the values of forgiveness and peaceful living.

By the end of the second cycle, there was a clear improvement in students' understanding of the material. They were not only able to define forgiveness and peaceful living but were also able to apply these concepts in real-life situations. The scaffolding

strategies, particularly the interactive activities and group discussions, enabled students to move beyond theoretical knowledge and understand how these values could impact their daily interactions. In summary, the results of this Classroom Action Research show that scaffolding is an effective strategy in improving students' understanding of complex values like peaceful living and forgiveness. By providing students with the support they needed, teachers were able to guide them toward a deeper understanding of the material. The positive impact on students' emotional growth and social interactions highlights the potential of scaffolding to foster a more peaceful and cooperative classroom environment.

DISCUSSION

This research aimed to explore the effectiveness of scaffolding in improving students' understanding of peaceful living and forgiveness at SD Negeri 081724 Silau Dunia. The results from both cycles of the Classroom Action Research (CAR) demonstrate that scaffolding significantly enhanced students' comprehension of these concepts. In the first cycle, students showed initial engagement with the material but struggled to grasp the deeper meanings of forgiveness and its practical application in daily life. The difficulties they faced were primarily in connecting abstract concepts, such as forgiveness, with real-life situations. This indicates that while the introduction of scaffolding, such as guided questioning and group discussions, helped to some extent, more structured support was needed to deepen their understanding.

In the second cycle, adjustments were made to the scaffolding approach. Interactive activities, such as role-playing scenarios, were introduced to allow students to practice and experience the application of forgiveness in a more tangible way. These activities were key in helping students internalize the concepts of peaceful living and forgiveness. As students enacted real-life scenarios of conflict and resolution, they were able to see firsthand how forgiveness could mend relationships and restore peace. This not only reinforced their cognitive understanding but also helped them emotionally connect to the value of forgiveness. The role-playing exercises, in particular, provided students with the opportunity to actively engage with the material in a personal way. By putting themselves in the shoes of others and acting out forgiveness, students could reflect on their own actions and how they might handle similar situations. This practical approach allowed students to develop a deeper empathy for others, which is crucial for understanding and practicing peaceful living. Furthermore, the group discussions allowed for a sharing of experiences, where students could learn from each other and support one another in their understanding.

Through these activities, it became clear that scaffolding played a crucial role in helping students connect the theoretical aspects of peaceful living and forgiveness with their own personal experiences. The interactive nature of the second cycle allowed students to move beyond theoretical knowledge and apply it in real-life contexts, making the concepts more relevant and meaningful to them. Another significant outcome was the improvement in students' social interactions. As the students better understood the value of forgiveness, they began to demonstrate more empathy, cooperation, and willingness to resolve conflicts peacefully in their interactions with peers. This positive shift in behavior suggests that scaffolding not only improved cognitive understanding but also contributed to the development of social and emotional skills. The classroom atmosphere became more harmonious as students practiced forgiveness, and conflicts were resolved more amicably.

This research aimed to investigate how scaffolding could improve students' understanding of peaceful living and forgiveness at SD Negeri 081724 Silau Dunia. By using scaffolding, the study sought to help students connect theoretical concepts with real-world applications, enabling them to internalize and apply these values in their lives. The findings from both cycles of the Classroom Action Research (CAR) indicate that scaffolding was effective in enhancing students' understanding, engagement, and social-emotional

development. The results from the first cycle highlighted the initial challenges students faced in fully grasping the material. Although scaffolding techniques such as guided questions and group discussions were implemented, many students still struggled to understand the deeper meanings of forgiveness and peaceful living. They could identify examples where forgiveness might be necessary but had difficulty explaining its importance in resolving conflicts or fostering peace. This indicates that while scaffolding provided some level of support, it was not yet sufficient to fully engage students in the learning process.

One key observation from Cycle 1 was the uneven participation among students. Some students were actively involved in discussions, while others remained passive and disconnected from the content. This suggested that the scaffolding techniques needed to be adjusted to better support these less engaged students. It was clear that scaffolding needed to be more interactive and hands-on to foster greater involvement from all students. This became the focus of adjustments made in the second cycle. In Cycle 2, the scaffolding approach was refined by incorporating more interactive and practical activities, such as role-playing and peer discussions. These activities provided students with the opportunity to apply the concepts of forgiveness and peaceful living in real-life contexts. Role-playing allowed students to step into situations where they could practice forgiving others and resolving conflicts in a supportive, guided environment. By doing so, they could see firsthand how forgiveness can lead to peace, both in relationships and within themselves. The second cycle saw a noticeable shift in students' engagement and understanding. Students were far more enthusiastic and involved in the activities, and many were able to articulate how they could forgive others and resolve conflicts peacefully. This was a significant improvement from the first cycle, where students struggled to explain how these values could apply to their personal experiences. Role-playing activities provided them with the tools and the experience they needed to understand the practical implications of forgiveness.

A key aspect of scaffolding is the gradual withdrawal of support as students become more competent in applying new concepts. This process was evident in the second cycle, where students were able to take on more responsibility in their learning. Initially, the teacher provided more guidance, but by the end of the cycle, students were able to engage with the material more independently. This shift indicated that the scaffolding approach was successful in building students' confidence and competence in understanding and applying the material. In addition to cognitive growth, scaffolding also facilitated significant social and emotional development among the students. As they discussed and practiced forgiveness, students began to demonstrate greater empathy and understanding toward their peers. For example, many students shared personal stories about how they had forgiven others in their own lives, which helped to build a supportive, trusting classroom environment. This emotional connection to the material was critical for reinforcing the importance of peaceful living and forgiveness.

The role-playing activities also helped to create a safe space for students to explore and express their feelings. They were able to experiment with different ways of handling conflict and forgiveness in a non-judgmental setting. This allowed them to process their emotions and understand that forgiveness is not just a moral concept but a practical tool that can help resolve conflict and maintain peace. As students role-played different scenarios, they developed a greater sense of responsibility for their actions and an understanding of how their behavior affects others. Additionally, the second cycle revealed a positive shift in students' social interactions. There was an increase in cooperation and collaboration among students, and they became more willing to resolve conflicts peacefully rather than resorting to aggression or avoidance. This change was a direct result of the scaffolding techniques, which emphasized the importance of communication, empathy, and forgiveness in maintaining harmonious relationships. By practicing these skills through role-play and guided discussions, students learned how to apply them in their daily lives.

Another important finding from the second cycle was the students' ability to reflect on their actions and personal experiences. Reflection is a crucial part of scaffolding, as it allows students to connect the new knowledge they have acquired with their existing knowledge and emotions. Through reflective exercises, students were able to understand how forgiveness could be applied not only to others but also to themselves. Many students expressed a newfound ability to forgive themselves for past mistakes, which is an essential component of emotional growth and self-compassion. However, the research also revealed areas that could be further improved. Some students still required additional support to fully engage with the material and benefit from the scaffolding approach. For example, students who were more reserved or struggled with social-emotional skills found it difficult to actively participate in role-playing and group discussions. Future implementations of scaffolding could include more differentiated support to cater to these students' individual needs, such as one-on-one guidance or smaller group activities.

Moreover, the reflection process could be further enhanced by providing students with more time and opportunities to discuss their thoughts and feelings. This would allow students to delve deeper into their personal experiences and build a stronger emotional connection to the concepts of forgiveness and peaceful living. Future research could explore additional scaffolding strategies, such as peer mentoring or multimedia tools, to support students who may require different learning approaches. In terms of the long-term impact, it would be valuable to investigate whether the students' understanding of peaceful living and forgiveness continues to grow after the scaffolding has been removed. It would also be interesting to examine whether the values of forgiveness and peaceful living are consistently applied in students' daily interactions outside the classroom. These areas of exploration could provide further insights into the lasting effects of scaffolding in teaching emotional and social values.

The findings from this study suggest that scaffolding is a highly effective method for enhancing students' understanding of complex concepts like peaceful living and forgiveness. By gradually providing support and encouraging active participation, scaffolding enables students to develop both cognitive and emotional skills. The positive impact on students' social behavior and emotional well-being further highlights the potential of scaffolding to foster a supportive, cooperative, and peaceful learning environment. In conclusion, the research demonstrates that scaffolding plays a crucial role in helping students internalize and apply values such as peaceful living and forgiveness. By providing structured guidance, scaffolding encourages active learning, emotional growth, and social responsibility. Moving forward, scaffolding can be used as a powerful tool to teach not only academic content but also social and emotional skills that are essential for students' personal development and the creation of a harmonious classroom environment.

The process of scaffolding also encouraged students to take ownership of their learning. By actively participating in discussions and activities, students were able to construct their own understanding of the material, rather than merely receiving information passively. This type of active engagement is essential in helping students develop a lasting understanding of the values being taught. It also helped foster a sense of responsibility, as students recognized their role in creating a peaceful and forgiving environment. Reflecting on the overall process, it is evident that scaffolding can be a powerful tool in teaching complex social and emotional concepts. It supports students by breaking down the material into manageable steps and providing the necessary guidance at each stage. This step-by-step approach helps students build confidence and competence in applying new knowledge.

While the research showed positive outcomes, there were still areas that could benefit from further improvement. For example, some students needed more time to fully engage with the material and reflect on their own experiences with forgiveness. In future implementations of scaffolding, teachers could allow more time for reflection and provide additional opportunities for students to practice forgiveness in varied contexts. It would also be beneficial to incorporate more diverse scaffolding techniques, such as peer

mentoring or multimedia resources, to further enrich students' learning experiences. Overall, the results from this research suggest that scaffolding is an effective strategy in enhancing students' understanding of peaceful living and forgiveness. By providing temporary support and guiding students through the learning process, scaffolding allows them to internalize and apply these important values in meaningful ways. The positive impact on students' social behavior and emotional growth indicates that this approach can be beneficial not only in teaching values but also in fostering a more compassionate and cooperative classroom environment.

CONCLUSION

Based on the results of the research and analysis that have been conducted, it can be concluded that the implementation of the scaffolding strategy in learning the material Living in Peace and Forgiving Each Other has a positive impact on student understanding. This strategy provides gradual guidance to students so that they can more easily understand the concepts taught. The evaluation results showed an increase in student understanding scores after the implementation of this strategy, which indicates that the scaffolding method is effective in helping students understand the material better. In addition to increasing understanding, the scaffolding strategy also has an impact on increasing student activeness in learning. Before the implementation of this strategy, many students were still passive in discussions and lacked confidence in expressing their opinions. However, after receiving structured guidance, they became more courageous to participate in learning. This shows that scaffolding not only helps in understanding the material, but also improves students' communication and social interaction skills. Student learning motivation also increases with the implementation of scaffolding. The learning process is carried out gradually, with the help of guided questions, concrete examples, and group discussions, making students feel more comfortable in learning. They feel supported in the process of understanding the material, so that their enthusiasm for learning increases. Learning that is more interactive and involves students actively makes them more interested in following the lesson. Although the scaffolding strategy has proven to be effective, there are several obstacles faced in its implementation. One of the main challenges is the difference in students' level of understanding. Some students can understand the material quickly, while others need more time. Therefore, a flexible approach is needed in implementing this strategy, for example by grouping students based on their level of understanding so that learning is more effective and in accordance with individual needs. Another challenge that arises is the limited time in learning. The scaffolding strategy takes longer than conventional methods because students must be guided gradually until they really understand the material. Teachers need to manage learning time well so that each stage in scaffolding can be carried out optimally without disrupting the smoothness of the established curriculum. One solution that can be applied is to provide reflective assignments outside the classroom so that students can continue the learning process independently. In addition, the availability of learning resources is also an obstacle in implementing the scaffolding strategy. The lack of relevant teaching materials that support this concept can hinder the learning process. Therefore, teachers need to provide a variety of more varied learning resources, such as educational videos, case studies, or interactive media that can help students understand concepts better. Thus, students can get more references and real examples in everyday life. The role of teachers in scaffolding strategies is very important in the success of its implementation. Teachers not only function as conveyors of material, but also as facilitators who guide students in building their own understanding. Therefore, teachers need to have skills in providing effective guidance, including how to ask questions that stimulate students' thinking, provide relevant examples, and know when to reduce guidance so that students can learn independently. In addition to the role of teachers, peer support also has a major contribution to the effectiveness of scaffolding strategies. Group discussions conducted in

learning provide opportunities for students to help each other understand the material. Students who understand the material faster can help their friends who are still having difficulty, thus creating a more collaborative learning environment. This approach not only improves students' understanding, but also develops their social skills in working together and supporting each other. Thus, this study proves that the scaffolding strategy is an effective learning method in improving students' understanding of the material Living in Peace and Forgiving Each Other. Although there are some challenges in its implementation, the benefits obtained are far greater than the obstacles faced. With the right strategy and careful planning, scaffolding can be an alternative innovative learning method to improve the quality of education, especially in subjects related to moral and social values. As a follow-up, the results of this study can be a basis for teachers in developing more interactive and innovative learning methods. The scaffolding strategy can be applied in various other learning materials to improve students' understanding more broadly. In addition, further research can be conducted by exploring variations of scaffolding strategies that are more effective and efficient in learning, so that they can provide a more optimal impact in the world of education. In addition, it is important for schools and stakeholders in education to support the implementation of the scaffolding strategy by providing training for teachers. Teachers who have a deep understanding of scaffolding techniques will be better able to adapt this strategy according to students' needs. With adequate support, such as ongoing training, development of interactive teaching materials, and use of technology in learning, the effectiveness of scaffolding can be further increased and have a broader impact on students' academic and character development. Overall, the scaffolding strategy is not just a learning method, but also an approach that can form independent learning habits and critical thinking in students. By providing gradual guidance and building reflective thinking skills, students can be better prepared to face academic and everyday life challenges. Therefore, this strategy is not only relevant in the context of classroom learning, but can also be applied in various aspects of life to build individuals who are more independent, critical, and able to adapt to their social environment.

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