

---

*Research Article*

# The Effectiveness of the Scaffolding Method to Improve Teacher Literacy Competence in Compiling Teaching Materials Based on Pancasila Student Profiles

\*<sup>1</sup>Ade Putri Puspitasari, <sup>1</sup>Sani Aryanto

<sup>1</sup> Elementary School Teacher Education Study Program, Faculty of Education, Bhayangkara Jakarta Raya University, Indonesia

\*Corresponding author: [adeputripuspitasari24@gmail.com](mailto:adeputripuspitasari24@gmail.com)

Submitted: 02/09/2024

Revised: 02/10/2024

Accepted: 02/11/2024

**How to cite this article:** Puspitasari, A. P. & Aryanto, S. (2024). The effectiveness of the scaffolding method to improve teacher literacy competence in compiling teaching materials based on Pancasila Student Profiles at SDN Harapan Baru III, Bekasi City. *IJELR: International Journal of Education, Language and Religion*, 6(2), 159-168. doi: <https://doi.org/10.35308/ijelr.v6i2.10476>

## Abstract

The purpose of this research is to provide an overview of the process of improving teacher competence in compiling teaching materials based on Pancasila student profiles in Elementary Schools. This study uses a quasi-experimental method of one group pre-test post-test design which includes 3 steps, namely: pre-test, treatment, and post-test by utilizing the implementation of the scaffolding program as a treatment to be carried out. The scaffolding program in this study has 3 stages, namely; (1) Modelling, (2) Provision of Materials and, (3) Final Stage. This study was conducted on 31 teachers from levels I-IV at SDN Harapan Baru III, Bekasi City, located at Jl. Raya Perjuangan No. 48, RT.002 / RW.003, Harapan Baru, Kec. Bekasi Utara, Bekasi City, West Java 17123. The rationale for selecting this school is based on the condition of teacher literacy competence in compiling teaching materials that need to be improved. The results of this study are seen based on a comparison of the average results of the pre-test and post-test which obtained a sig value of 0.000 and less than 0.05 which proves that this study is considered successful in improving teacher literacy competency so that it can make it easier for teachers to prepare appropriate teaching materials, especially teaching materials based on the Pancasila Student Profile.

## Keywords

teaching materials; early literacy; Pancasila student profile; elementary school

## Introduction

Indonesia is a multicultural and densely populated country which is a major challenge for the government to provide quality education (Tathahira et al., 2024). This quality education is a very important need in an era of increasingly competitive world competition. Many factors are related to having a quality education and influence each other. One of the government's efforts to make education in Indonesia quality is through a program that increases literacy culture (Rizqiyah & Arsanti, 2022). Literacy is a person's ability to read, write, and think critically. Literacy is also a thinking skill to improve the quality of an individual's self, both intrapersonal and interpersonal, which is obtained through reading habits, so it is important to teach it early on (Fahmi et al., 2020; Hasannah, 2019; Oncu & Unluer, 2015). The government strongly supports improving the culture of literacy in Indonesia, making literacy a priority program in the SGDS based on Presidential Regulation No. III of 2022, namely improving the quality of learning by implementing a curriculum as a reinforcement that focuses on literacy at all levels.

In our country, Indonesia, literacy culture is a matter of concern because according to The World's Most Literate Nations, literacy culture in Indonesia is ranked 60th out of 61 countries. (Meliyanti & Aryanto, 2022) and according to the results of PISA (Program for International Student Assessment) in 2022, Indonesia was ranked 69 out of 81 countries (Aryanto et al., 2022; Meliyanti et al., 2021; Meliyanti & Aryanto, 2022; OECD, 2023). These results can prove that improving literacy culture in Indonesia, especially at the Elementary School (SD) level, is an important thing to do. One way to improve it is through improving literacy at an early age. However, before improving literacy in early childhood, as a teacher, you should be more literate than your students and have the competence to understand that early childhood literacy skills are an important stage to be carried out so that the growth and development of children's brains at an early age can develop rapidly. This can be achieved through six areas that must be mastered, namely: speaking skills, print awareness, background knowledge, letter knowledge, vocabulary, and phonological awareness. (Erika et al., 2021; Guevara et al., 2020; Oncu & Unluer, 2015; Rahman et al., 2019; Varghese et al., 2019; Wildová & Kropáčková, 2015). One way to improve literacy skills in early childhood is by providing appropriate teaching materials and it is hoped that they will internalize the character of the Pancasila student profile. The Pancasila Student Profile is a character that is expected to be in Elementary School students. The Pancasila student profile has 6 dimensions in it, namely: (1) Faithful, devoted to God Almighty and noble; (2) Global diversity; (3) Independent; (4) Mutual cooperation; (5) Critical thinking; and (6) Creative. These six characters reflect the values of Pancasila, and with the Pancasila student profile, it can improve character formation and increase literacy in the students themselves.

SDN Harapan Baru III Bekasi City is a representative of a school that has tried to implement the Pancasila Student Profile character in the context of intracurricular, co-curricular, and extracurricular learning. However, in fact, based on the results of observations made, it is known that at SDN Harapan Baru III there are no books or teaching materials that support the instillation of the values of the Pancasila student profile. This is proven by the fact that there are only a few of the book collections in the library that are considered to represent the Pancasila student profile explicitly and are supported by the teacher's understanding of the tiering regulations contained in BSKAP No. 30 of 2022, on average teachers at SDN Harapan Baru III are not familiar or understand it, this is due to several problems, namely: (1) lack of teacher literacy regarding the concept of the Pancasila student profile and (2) lack of teacher competence in compiling appropriate teaching materials. Therefore, it is important to improve teacher literacy competence in compiling appropriate teaching materials by using the scaffolding program. The scaffolding program here is expected to improve teacher literacy competence in compiling teaching materials based on the Pancasila student profile.

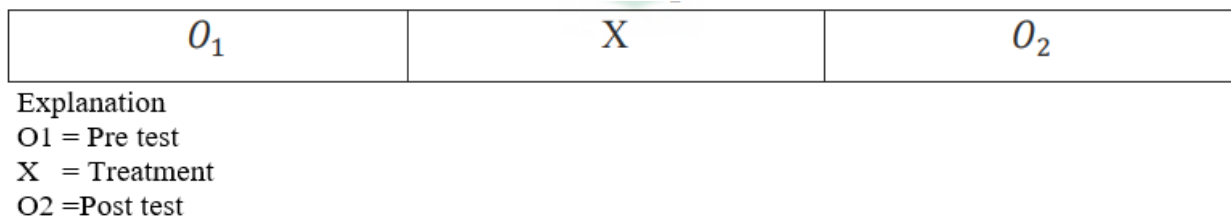
There has not been much relevant research on the use of scaffolding related to improving teacher literacy competencies in compiling teaching materials, but there have been several studies related to scaffolding that have been conducted, including: First, research Luh et al., 2018, regarding the Influence of the Scaffolding Learning Model Assisted by Interactive Multimedia on Mathematics



Learning Outcomes by Controlling the Thinking Style of Students of SMP Negeri 2 Mengwi. Second, the research Susanti, 2023 related to the Delivery Stage of Scaffolding Learning Strategy in Forming Learning Independence. And third, Sakina, 2024 related to the Influence of Scaffolding Learning Strategy on Zone of Proximal Development (ZPD) on Students' Concept Understanding Ability in Mathematics Subjects of Class IV MIN 03 Kepahiang. Based on the analysis of previous research, it can be identified that the position of this research has a novel value, namely that there have been no research results related to the effectiveness of the scaffolding program to improve teacher literacy competency, especially in compiling teaching materials. Therefore, the researcher conducted a study entitled "The Effectiveness of the Scaffolding Program to Improve Teacher Literacy Competency Based On Pancasila Student Profiles at SDN Harapan Baru III, Bekasi City".

## Method

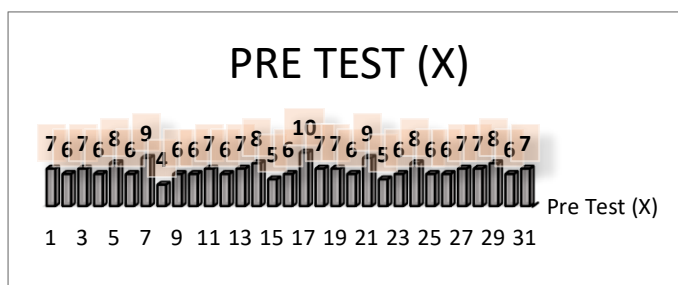
The method used in this study is an experimental method with a quasi-experimental design of One Group Pre-test - Post-test. which aims to see the improvement of teacher literacy competency in compiling appropriate teaching materials. This study involved 31 teachers from levels I-IV at SDN Harapan Baru III Kota Bekasi located at Jl. Raya Perjuangan No. 48, RT.002/RW.003, Harapan Baru, Kec. Bekasi Utara, Bekasi City, West Java 17123. The rationale for selecting this school is based on the analysis of the factual situation and conditions which state that teacher literacy competency in compiling teaching materials needs to be improved. Data collection techniques in the study include observation, interviews, pre-tests and post-tests. The results of this study are seen by comparing the results of the Pre-test and Post-test in the groups being tested. The stages in this study can be seen in the following picture.



**Figure 1.** Design of Implementation Stages

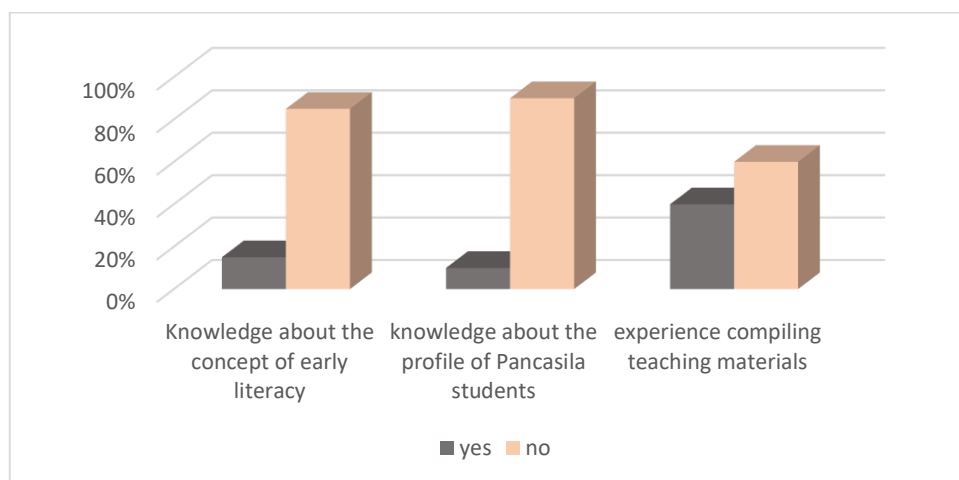
## Results and Discussion

In the early stages of experimental design, the Pre-Test stage was conducted on teachers at SDN Harapan Baru III, Bekasi City, which resulted in a picture of the problems that would be sought for appropriate solutions according to the needs of the teachers who were targeted in this study. The results of the Pre-Test that have been carried out will be a reference for the implementation of the next stage, the results of this stage can be seen as follows.



**Picture 2.** Pre-Test Results

The data above is the result of the pre-test that has been done, the result will be used as a comparison in the final stage whether after doing the program the result will increase or remain the same. From the data if we try to unite the answers and see the percentage it can be seen as follows.

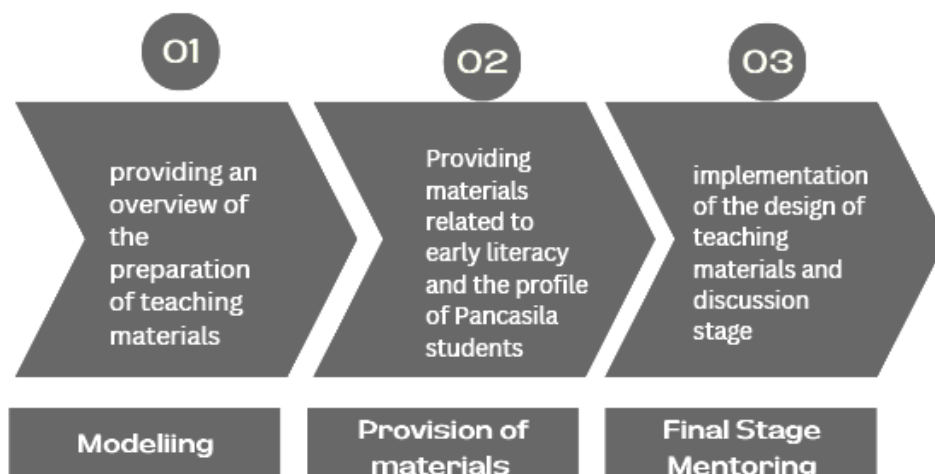


**Picture 3.** Compilation of Percentage of Teacher Pre-Test Answers

Here we can see that the average answer of teachers who know is still below 50%, this proves that the condition of teacher literacy must be improved. To improve this literacy, teachers will carry out a mentoring or scaffolding process. The following is the implementation of the scaffolding program.

The Scaffolding Program is a program of activities to provide mentoring on something so that it can be understood and implemented better. In this study, the scaffolding program carried out was to provide mentoring to improve teacher literacy competency related to how to compile appropriate teaching materials, especially based on the Pancasila student profile.

Judging from the results of the pre-test conducted, it states that teacher competence in compiling teaching materials based on Pancasila student profiles needs to be improved. Therefore, a scaffolding program was carried out which has 3 stages of implementation. The following are some of the program implementation processes carried out.



**Picture 4.** Scaffolding Program Stages

Based on the stages above, it can be concluded that there are 3 stages in the implementation of this program, including: (1) Modelling; (2) provision of materials; and (3) Final Stage Mentoring. The following is the implementation of the scaffolding program.

### 1. Modelling

Preparing teaching materials for a teacher is not easy, in the early stages of the program the teacher is given an overview of how to prepare the right teaching materials, especially those that contain the reading process in them, which must be adjusted to the child's abilities, by providing knowledge to teachers regarding the tiering regulations regulated in BSKAP No. 30 of 2022. In these regulations there are classifications of several levels of readers that are adjusted to the child's abilities. The classification can be seen as follows:

**Table 1.** Reader Level

Reader Classification	Level	Characteristics
Early Reader	A	The level of readers who are new to books and need scaffolding to accompany the child in reading.
Beginning Reader	B1	The level of readers who need scaffolding and are able to read texts in the form of words/phrases with a combination of letter sounds, clauses, simple sentences, and simple paragraphs.
	B2	
	B3	
Medium Reader	C	The level of readers who are able to read texts fluently in the form of paragraphs in one discourse.
Intermediate Reader	D	The level of readers who are able to understand various texts with a medium level of difficulty.
Advanced Reader	E	The level of readers who are able to read analytically and critically various reading sources to synthesize thoughts better.

### 2. Provision of materials

In the next stage, teachers acquire conceptual knowledge about early literacy and the profile of Pancasila students. According to Stewart et al. (2014) To start the mentoring stage, it is important to understand the importance of early literacy and the terminology of early literacy coverage. In making appropriate teaching materials, six aspects or scopes of early literacy must be the main considerations, namely: speaking ability, print awareness, background knowledge, letter knowledge, vocabulary, and phonological awareness. The description of the six scopes of early literacy can be seen as follows:

**Table 2.** Six Scopes of Early Literacy

No	Literacy Coverage	Explanation
1	Speaking Skills	The ability to convey language receptively, productively, and expressively. Speaking ability is an important foundation for developing pre-reading skills, especially for lower grade students in elementary school.
2	Phonological Awareness	The child's ability to recognize and realize the smallest sounds, namely the letters in the alphabet. Although it does not guarantee that the child will be good at reading, perhaps phonological awareness will make them begin to understand the function of the alphabet in forming words.
3	Printed Material Awareness	Children's awareness when reading is determined by how they see printed materials. Good books in terms of print awareness will usually present more images.



4	Vocabulary	The vocabulary that children have is obtained from their ability to recognize the names of objects, behavior, feelings, and simple concepts around them.
5	Background Knowledge	Children who understand their surroundings are invited to interact with people around the house, play with friends, and explore their living environment.
6	Literacy	Children's ability to recognize letters, which includes understanding that each letter has a different shape and sound. (Zahro & Aprianti, 2022).

To train teachers in compiling relevant teaching materials, the six literacy coverages are the main foundation in the process of compiling these teaching materials. In addition, teachers will be given a conceptual overview of the importance of the character of the Pancasila student profile as an important component of the process of compiling appropriate teaching materials. The concept of the Pancasila student profile focuses more on how to anticipate competition in the current era or the digital era that demands and guides every human being to take better care of themselves in various life activities, especially access to digitalization and disruption of information on various media. By forming the character of the Pancasila student profile in children, they will be stronger and not lose in competing in this era. In Pancasila student profile, six characters are currently the focus of the Indonesian Government.

The six characters of the Pancasila Student Profile are stated in Permendikbud Number 22 of 2020 Concerning the Strategic Plan of the Ministry of Education, Culture, Research and Technology for 2020-2024 (Damayanti & Al Ghazali, 2023; Irawati et al., 2022; Lubaba & Alfiansyah, 2022) which can be seen as follows:

**Table 3.** Character and Key Elements of Pancasila Student Profile

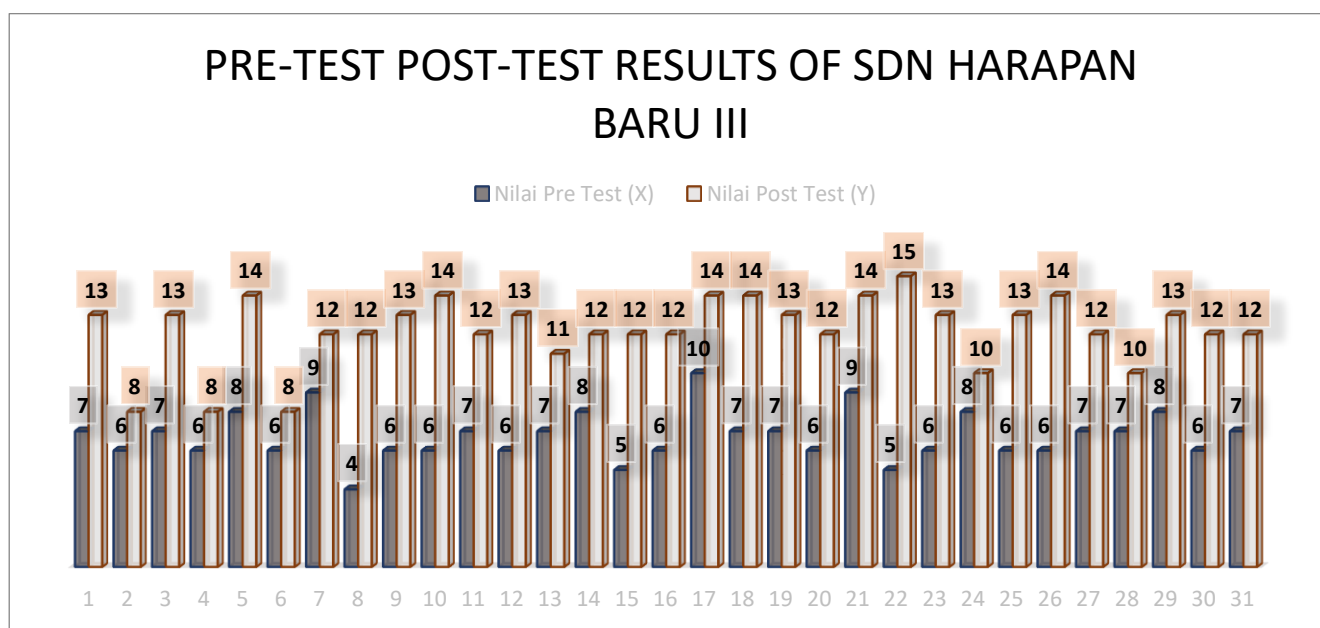
No	Character	Key Element
1	Believe, Be Devoted to God Almighty, and Have Noble Morals	a) Religious morals b) Personal morals c) Morals towards humans d) Morals towards nature e) State morals.
2	Be Globally Diverse	a) Knowing and appreciating culture, b) Intercultural communication skills in interacting with others, c) Reflection and responsibility for diversity experiences.
3	Mutually Cooperate	a) Collaboration, b) Caring, c) Sharing.
4	Independent	a) Awareness of oneself and the situation one is facing, b) Self-regulation.

5	Think Critically	a) Obtaining and processing information and ideas, b) Analyzing and evaluating reasoning, c) Reflecting on thoughts and thinking processes,
6	Creatively	a) Producing original ideas, b) Producing original works and actions.

### 3. Final Stage Mentoring

In the final stage of this scaffolding, teachers are given the opportunity to design teaching materials in groups. At this stage, discussions are also held to ask questions related to the preparation of teaching materials, both providing suggestions and other discussions. During the process of designing teaching materials, teachers are very enthusiastic about working on it, this is shown by their enthusiasm in discussing the designs they made with each other and with their unique and diverse ideas.

The next stage, after carrying out all stages of scaffolding activities that teachers do, is working on Post-Test questions. All teachers who participate during this scaffolding process will be given a Post-Test to see whether the program assistance that has been carried out can improve teacher competence in compiling appropriate teaching materials and can overcome problems in the early stages that have been identified. The following is a comparison between the results of the pre-test and post-test that were carried out:



Picture 5. Results of the Pre-Test Post-Test of SDN Harapan Baru III

The following are the results of the comparison between the pre-test and post-test conducted. Based on the results above, the average of all teachers who participated in this scaffolding program had smaller pre-test results compared to the post-test results, it can be said that after conducting scaffolding, teacher literacy competency increased. However, to support this statement we can see from the results of the T-Test between the pre-test and post-test results conducted, the results of the T-Test can be seen as follows.



Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before being given treatment	6.7419	31	1.26406	.22703
	After being given treatment	12.1935	31	1.79665	.32269

Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Before being given treatment After being given treatment	-4.70685	-14.949	30	.000

**Picture 6.** Results of the T-Test Pre-Test Post-Test of SDN Harapan Baru III Teachers

Based on the results of the pre-test and post-test data analysis above through the T Test, it can be concluded that the average value after receiving assistance was 12.1 and higher than before assistance with a value of 6.7 with a sig value of 0.000 less than 0.05. Therefore, it can be concluded that teachers experienced an increase in knowledge and skills in compiling teaching materials, especially teaching materials based on the Pancasila student profile after receiving assistance or scaffolding programs in this study.

## Conclusion

The Scaffolding Program in the research that has been conducted has been proven to be able to improve teacher literacy competency in compiling teaching materials based on the Pancasila student profile based on the results of the comparison of the average pre-test and post-test results with a sig value of 0.000 which is less than 0.05 stating that there is an increase in influence after receiving a mentoring program so that the teaching materials prepared by teachers will later represent the components of the Pancasila student profile, including: (1) Faithful, devoted to God Almighty; (2) Global diversity; (3) Independent; (4) Mutual cooperation; (5) Critical reasoning; and (6) Creative. The teaching materials produced are expected to be superior products that are not only useful in improving children's early literacy skills but are also expected to be able to internalize the values of the Pancasila student profile. This research provides reinforcement for teacher literacy related to the concept of early literacy and the character of the Pancasila student profile. Therefore, this study is considered successful because the teachers are very cooperative and responsive so that the implementation of the study can run smoothly, and this study is considered to have improved teacher literacy competency in compiling teaching materials based on the Pancasila student profile at SDN Harapan Baru III. The results of this study are considered very potential to be adapted and followed up on other programs as an effort to increase the quantity and quality of teaching materials that internalize the Pancasila student profile as appropriate teaching materials in Elementary Schools.

## Acknowledgement

A big thank you to PGSD FIP Ubhara Jaya who has given their support so that the researcher can carry out this research well. In addition, thanks to SDN Harapan Baru III Kota Bekasi and other parties who have provided assistance during the preparation of this article.

## References

Aryanto, S., Hartati, T., Maftuh, B., & Darmawan, D. (2022). Sastra Anak Berbasis Ecopreneurship Sebagai Muatan Pembelajaran Literasi Finansial Di Sekolah Dasar. *Jurnal Cakrawala Pendas*,





8(3), 722–737. <https://doi.org/10.31949/jcp.v8i3.2569>

- Damayanti, I., & Al Ghozali, M. I. (2023). Projek Penguatan Profil Pelajar Pancasila Sebagai Program Kokurikuler Di Jenjang Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(2), 789–799. <https://doi.org/10.31949/jee.v6i2.5563>
- Erika, E., Agrina, A., Novita, S., & Komariah, M. (2021). Tantangan Orang Tua Mendampingi Anak Usia 6-7 tahun Belajar di Rumah selama Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 252–260. <https://doi.org/10.31004/obsesi.v6i1.1225>
- Fahmi, F., Syabrina, M., Sulistyowati, S., & Saudah, S. (2020). Strategi Guru Mengenalkan Konsep Dasar Literasi di PAUD Sebagai Persiapan Masuk SD/MI. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 931–940. <https://doi.org/10.31004/obsesi.v5i1.673>
- Guevara, J. P., Erkoboni, D., Gerdes, M., Winston, S., Sands, D., Rogers, K., Haecker, T., Jimenez, M. E., & Mendelsohn, A. L. (2020). Effects of Early Literacy Promotion on Child Language Development and Home Reading Environment: A Randomized Controlled Trial. *Journal of Pediatrics: X*, 2, 100020. <https://doi.org/10.1016/j.ympdx.2020.100020>
- Hasannah, R. G. U. (2019). Efektifitas Metode Mendongeng Dalam Meningkatkan Kemampuan Literasi Dini Anak Prasekolah. *Psikoborneo: Jurnal Ilmiah Psikologi*, 7(3), 360–368. <https://doi.org/10.30872/psikoborneo.v7i3.4793>
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>
- Lubaba, M. N., & Alfiansyah, I. (2022). Analisis Penerapan Profil Pelajar Pancasila dalam Pembentukan Karakter di Sekolah Dasar. *Sains Dan Teknologi*, 9(3), 2022–2687.
- Luh, N., Yuliani, G., Widana, W., Pendidikan, P., Fpmipa, M., & Pgri Bali, I. (2018). Pengaruh Model Pembelajaran Scaffolding berbantuan Multimedia Interaktif terhadap Hasil Belajar Matematika dengan Mengontrol Gaya Berpikir Siswa SMP Negeri 2 Mengwi. *Jurnal Emasains*, VII(1), 66–75. <https://doi.org/10.5281/zenodo.1407743>
- Meliyanti, M., & Aryanto, S. (2022). Upaya Pemerintah dalam Mendorong Kompetensi Literasi Guru melalui Program Beasiswa Microcredential di Teachers College Columbia University. *Jurnal Pendidikan Tambusai*, 6(3), 13840–13856. <https://doi.org/10.31004/jptam.v6i3.4666>
- Meliyanti, M., Raraswati, P., Hidayat, D. N., & Aryanto, S. (2021). Kajian Literatur: Perkembangan Literasi dan Numerasi di Lingkungan Keluarga. *Jurnal Pendidikan Tambusai*, 5(3), 6504–6512.
- OECD. (2023). PISA 2022 Results (Volume II): Learning During – and From – Disruption. In *OECD Publishing: Vol. II*. [https://www.oecd-ilibrary.org/education/pisa-2022-results-volume-ii\\_a97db61c-en](https://www.oecd-ilibrary.org/education/pisa-2022-results-volume-ii_a97db61c-en)
- Oncu, E. C., & Unluer, E. (2015). Examination of Preschool Teachers' Approaches to Early Literacy. *Procedia - Social and Behavioral Sciences*, 191, 1043–1047. <https://doi.org/10.1016/j.sbspro.2015.04.656>
- Rahman, R., Wibawa Sakti, A., Nurchita Widya SMKN, R., Sukabumi Sukabumi, K., & Yugafiati, R. (2019). *Elementary Education Literacy in the Era of Industrial Revolution 4.0*.
- Rizqiyah, A. M., & Arsanti, M. (2022). Membangun Pendidikan Karakter Melalui Pembudayaan Literasi Di Sekolah. *Seminar Nasional Pendidikan Sultan Agung*, 4(November), 177–183. <https://jurnal.unissula.ac.id/index.php/sendiksa/article/view/27286>
- Sakina, U. P. (2024). *Ummi putri sakina nim. 20591194*.
- STEWART, R. A., BAILEY-WHITE, S., SHAW, S., COMPTON, E., & GHOTING, S. (2014). Enhanced Storytimes. *Children & Libraries: The Journal of the Association for Library Service to Children*, 12(2), 9–14. <http://lynx.lib.usm.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=lls&AN=96515553&site=ehost-live>
- Susanti, L. (2023). Tahap Penyampaian Strategi Pembelajaran Scaffolding dalam Membentuk Kemandirian Belajar. *Jurnal Dampar: Dirasat Asriyah Mutahadirah*, 2, 121.
- Tathahira, T., Sartika, D., & Basith, R. I. (2024). What Makes Finnish Curriculum Successful? A Comparative Reflection to Indonesian Curriculum. *International Journal of Education*,



*Language, and Religion*, 6(1), 38. <https://doi.org/10.35308/ijelr.v6i1.8465>

- Varghese, C., Vernon-Feagans, L., & Bratsch-Hines, M. (2019). Associations between teacher–child relationships, children’s literacy achievement, and social competencies for struggling and non-struggling readers in early elementary school. *Early Childhood Research Quarterly*, 47, 124–133. <https://doi.org/10.1016/j.ecresq.2018.09.005>
- Wildová, R., & Kropáčková, J. (2015). Early Childhood Pre-reading Literacy Development. *Procedia - Social and Behavioral Sciences*, 191, 878–883. <https://doi.org/10.1016/j.sbspro.2015.04.418>
- Zahro, I. F., & Aprianti, E. (2022). Penyuluhan Literasi Anak Usia Dini sebagai Pembelajaran Abad 21 pada Guru PAUD di Desa Paas Kabupaten Garut. *Nusantara Berdaya: Jurnal Pengabdian* 1(1), 1–8.

