



Scaffolding strategies in developing students' critical literacy in social studies learning

Lina Marlina*

Universitas Pamulang, Indonesia
Jl. Raya Puspitek, South Tangerang, 15310
dosen02921@unpam.ac.id

* Corresponding Author

Abstract

SMPN 9 South Tangerang City, especially grade VIII students in the critical literacy skills of students in Social Sciences (IPS) subjects, are still relatively low, the problem is that students have difficulty understanding information in depth, analyzing and evaluating information critically and are not skilled in compiling arguments based on evidence, which refers to the research question of how to apply the Scaffolding strategy in developing students' critical literacy in social studies learning. This research aims to explore in depth the experience of students in the process of critical thinking on one problem that arises in social studies learning, in this study the approach used is a phenomenological qualitative approach, in this study students play the role of the main subject, especially grade VIII students and social studies teachers as supporting informants, in the data collection and data analysis techniques of this research use semi-structured interview techniques, observation and documentation, the analysis stage uses thematic analysis (open coding, axial coding, and selective coding and is validated at the triangulation stage of sources, techniques and time through member checking. The results of the research findings show that students show changes in students' critical thinking skills in students' ability to understand, analyze, and assess information and formulate arguments based on evidence, it can be seen that the application of this strategy can not only lead to changes in students' critical thinking levels but can also offer an organized learning process according to needs.

Keywords: scaffolding; critical literacy; social studies learning.

Received: 29-03-2025; Accepted: 29-10-2023; Published: 31-10-2025.

INTRODUCTION

Critical literacy is an important skill that students need to face various challenges in the digital era and globalization. Social Science Learning has a strategic role in developing students' critical literacy because it includes an understanding of various social, economic, and historical phenomena that contribute to the formation of an analytical mindset (Karningsih, 2022; Siregar et al., 2025). However, various studies show that students' critical literacy is still

Scaffolding strategies in developing students' critical literacy in social studies learning

relatively low (Fauzan & Setiawan, 2023). This is in line with the initial findings at SMPN 9 South Tangerang City, where the initial results of the critical literacy pretest score for grade VIII students only reached 61.2, with the presentation of 65% of students having not reached the minimum completeness criteria (KKM) of 75. This condition shows the need for more systematic learning interventions to develop students' critical thinking skills, especially in the aspects of analyzing, evaluating, and interpreting information in depth.

In the learning process strategy, one of the approaches that can be used to be able to develop students' critical literacy is the scaffolding approach, which involves gradually providing help and support to students so that students can gradually learn (Wakhidah et al, 2020). Initial observations were made by researchers at SMPN 9 South Tangerang City, to find out the real conditions, and this shows that there are still many students who find it difficult to understand the concepts in social studies learning, and students are still unable to correlate the material with the context of daily hygiene and analyze information critically. This reinforces the need for the right strategy so that the student learning process is more effective, to be able to develop students' critical literacy.

The researcher conducted a preliminary study through the application of the scaffolding strategy to several problems in several meetings and showed changes that were seen that students began to be able to analyze real problems and this was seen from the results of teacher observations and field notes, students began to get used to asking more in-depth questions, were able to evaluate other opinions from other students, and the thinking pattern began to lead to daily experiences or More contextual students also begin to be able to interpret information critically.

From previous research focusing on the role of Scaffolding strategies in developing students' critical thinking skills (Rahman & Yuliana, 2021). According to the theory Vygotsky, (1978) Scaffolding allows students to gain deeper experience and understanding with the help of teachers, especially in social science (IPS) learning. This strategy can be applied through peer support, group discussions, guided questions, and the use of learning media that can encourage students to explore concepts independently and deeply (Riya et al., 2025). However, research that specifically examines the application of Scaffolding to develop the critical literacy of junior high school students in social studies learning is still limited (Haeruddin & Elpisah, 2024) shows that the application of critical literacy in social studies learning grade VII junior high school can develop learning activities and outcomes, but has not integrated the scaffolding approach. Meanwhile, research (Supeno et al., 2023) shows the influence of scaffolding in inquiry learning. This fact is in line with the International Student Assessment Report Program, which places Indonesia in 74th place out of 79 countries, with an average critical reading score of 371, well below the OECD average of 487 (OECD, 2019).

In addition, the results of the 2021 Indonesian Minimum Competency Assessment (AKMI) also show that more than 50% of junior high school students are still in the basic category of reading literacy. Thus, there is a clear research gap, i.e., the lack of research integrating strategies *scaffolding* with the development of critical literacy in social studies learning in junior high school. This research aims to fill this gap through the development of e-modules based on *Kvisoft Flipbook Maker* with *Scaffolding* as an effort to develop critical literacy of junior high school students.

According to Vygotsky, (1978) The learning process occurs when students are in the proximal development zone (ZPD), which is the distance between actual abilities and developmental potential that can be achieved with the help of others. The assistance is manifested in the form of scaffolding with a systematic mechanism. First, teachers do modeling by providing examples of how to analyze social problems or read texts critically.

In its application, the scaffolding strategy provides a treatment such as guiding students, the discussion and question and answer process is not only one-way, and there is the use of learning support tools such as teaching media or teaching aids to support the sustainability of the learning process that is safe and comfortable, not only that this strategy also sees inhibitory conditions that can be seen from several factors including the limitation of time, student response, readiness of teachers, In addition, this study provides practical methods for teachers to apply Scaffolding more effectively, developing student engagement and critical thinking skills. This study explores how the Scaffolding strategy impacts the critical literacy of eighth-grade students at SMPN 9 Kota Tangerang Selatan, with the aim of offering a new perspective for the field of learning in formulating innovative learning approaches tailored to the needs of students.

The main purpose of this study is to explore scaffolding strategies in developing students' critical literacy in social studies lessons, especially at SMPN 9 South Tangerang City in grade VIII, students' critical literacy is an important factor in achieving learning, especially in social studies subjects, with the existence of things that students can understand, evaluate and analyze things related to contextual material, The scaffolding strategy is also a link between the concept and real life.

Therefore, the scaffolding strategy can provide a guided provision that is tailored to the needs of students, so that students can adjust their own abilities, and each student can develop their abilities gradually until the time is for students to be independent. And in this strategy, it can be seen that the identification of each form of scaffolding can be seen as the most effective in helping students understand the concept of social studies critically. Judging from the contribution of this research, the Scaffolding strategy in the context of critical literacy, the results of this research are expected to provide recommendations for teachers in their application by using the scaffolding strategy effectively to develop students' critical thinking skills in social studies learning.

Scaffolding strategies in developing students' critical literacy in social studies learning

METHOD

This study uses a qualitative approach that utilizes phenomenology to explore students' experiences regarding scaffolding strategies to develop critical literacy in social studies learning. The phenomenological method was chosen because this study focuses on understanding the essence of students' subjective experiences, namely, how students feel, interpret, and respond to the gradual support provided by teachers in the learning process (Creswell & Poth, 2021). This method is more appropriate because the focus of this research is not only to describe practices, cultures, or to build new theories, but to explore the essential meaning of students' experiences in the context of social studies learning. Thus, phenomenology provides the right framework to examine the meaning of students' experiences of scaffolding strategies (Luthfiyani & Murhayati, 2024).

This study involved 24 grade VIII students from SMPN 9 South Tangerang City who were selected by purposive sampling of students who experienced critical literacy difficulties (pretest score <75). Students were selected to explore students' subjective experience of scaffolding strategies in social studies teaching. The inclusion criteria for grade VIII students who are willing to participate and actively participate in learning, while the exclusion criteria are for students with literacy above the KKM or not attending regularly. 2 social studies teachers were also involved as additional informants to provide insight into the application of scaffolding. SMPN 9 South Tangerang City was chosen because it has diverse socio-economic and cultural characteristics, so as to provide contextual understanding to researchers about the application of scaffolding strategies in social studies learning. This is done so that this research can provide an in-depth understanding of the phenomenon according to the context being researched.

Table 1. Research subject

| Aspects | Description |
|-----------|--|
| Subject | 24 grade VIII students with critical literacy difficulties |
| Informant | 2 Social studies teachers who provide additional insights |

To obtain in-depth and relevant data, this study uses several data collection techniques that are adapted to phenomenological approaches.

Table 2. Data collection techniques

| Data Collection Techniques | Description |
|----------------------------|--|
| Semi-structured interviews | Conducted with teachers and with students using open-ended question guidelines to understand the application of scaffolding strategies in students' critical literacy, including teacher experiences, student responses, and learning barriers (Ardiansyah et al., 2023) |
| Class Observations | Using observation sheets and field notes to observe teacher-student interaction, with scaffolding indicators such as gradual instruction, reducing mentoring, and developing student independence in social studies learning (Ardiansyah et al., 2023) |
| Documentation | Collect documentation in the form of teaching modules/lesson plans, teacher reflection notes, and supporting documentation in the form of photos and videos (Nilamsari, 2014) |

Data analysis was carried out in stages to understand how the Scaffolding strategy contributes to students' critical literacy in social studies learning. This analysis process is described in the following chart:



Figure 1. Data analysis flowchart (source: Miles et al., 2020)

At the stage of data analysis in this study, through data reduction, namely the results of interviews, observations, and documentation, are categorized based on scaffolding and critical literacy indicators. At the data analysis stage, the data is displayed in the form of a matrix and a table to be able to identify patterns of teacher-student interaction, then at the data verification stage, it is carried out through triangulation using three stages, namely triangulation of sources, tactics, and time (Miles et al., 2020). Then it was continued to the data reduction stage, which included interview results, observation results, and documentation results adjusted to scaffolding and critical literacy indicators. In the process, this stage includes 3 stages including the open coding stage, the axial coding stage, and the selective coding stage. This stage is done by the researcher to be able to see the validation and validity stages of the data, and the researcher tries to use the diagram listed below:



Figure 2. Data validation and validity (source: Luthfiyani & Murhayati, 2024)

Data validation is sought through triangulation of sources, techniques, and time. Source triangulation is carried out by comparing interview data of teachers, students, and learning documents, technical triangulation by matching the results of interviews, observations, and documentation, while time triangulation is carried out by collecting data on different occasions. In addition, member checks involve teachers and students to confirm the summary of the results of the interview and the researcher's interpretation. Validation is strengthened through a trail audit in the form of field notes, transcripts, and documentation, as well as final verification by comparing the findings of all sources. This research was carried out for three months at SMPN 9, South Tangerang City, including the stages of preparation, data collection, analysis, and reporting of research results.

RESULTS AND DISCUSSION

This research was conducted on grade VIII students of SMPN 9 South Tangerang City who experienced critical literacy difficulties. The selection of subjects was deliberately based on the results of the initial assessment, which showed the low ability of students' critical analysis in

Scaffolding strategies in developing students' critical literacy in social studies learning

understanding social studies material. Social studies teachers also act as informants to provide additional insights on the application of Scaffolding strategies in learning.

Based on interviews and classroom observations, scaffolding strategies have a real influence on developing students' critical literacy. A student revealed. "At first I was confused by the social studies material, but when the teacher gave examples of simple questions first, I found it easier to understand" (Interview of student B, 17/02/2025). This statement suggests that providing additional support helps students understand concepts before working on more complex tasks.

Observation records also show developing student participation: "In group discussions, most students began to actively give their opinions after the teacher provided stimulation in the form of open-ended questions" (Class Observation, February 18, 2025). This identifies that scaffolding can encourage students to dare to think critically. In addition, in the form of documentation in the form of student worksheets that show the development of critical thinking skills, in a written reflection, a student wrote, " I realized that the information from the book had to be compared to the events in my ward" (Documentation, 20/02/2025). This statement is in line with the critical literacy indicator, which is the ability to analyze information and relate it to the social context. Thus, students feel that what they are learning is relevant to daily life, so they are more eager to follow the learning process (Antisna & Sayono, 2025).

The scaffolding strategy in developing students' critical literacy in social science learning (IPS) grade VIII SMP 9 South Tangerang City is carried out by systematically filtering and compiling data to obtain the most relevant information. Data from observation, interviews, and document analysis were focused on developing students' critical literacy, along with the implementation of scaffolding strategies (Purnamasari & Afriansyah, 2021).

In this study, coding and categorization were used to identify patterns of data collected from student interviews, observations, and reduction documents, coded and categorized so that patterns relevant to critical literacy could be identified. In accordance with the definition of Saldana (2016), the code in this study serves as a symbol that summarizes and captures the essence of student and teacher responses related to the effectiveness of the Scaffolding strategy in developing critical literacy (Mohajan & Mohajan, 2022). Below is a table describing the coding results and categories of the results of this study, as shown in Table 3.

Table 3. Results of the analysis of coding and categorization results

| Code | Group | Indicators | Findings | Conclusion |
|--------|-----------------------|--|--|--|
| SCF-PA | Student engagement | - Participation in discussions - Questioning activeness | Students are initially passive, but start to be more active in discussions and questions after a few scaffolding sessions. | Scaffolding strategies in student engagement in learning. |
| SCF-PM | Concept understanding | - Ability to understand the material | Initially, many students only memorized, but after the implementation of scaffolding, they began to understand the concept better. | Scaffolding helps in students' understanding of social studies material. |

| Code | Group | Indicators | Findings | Conclusion |
|--------|-------------------------------|--|---|---|
| SCF-MT | Learning motivation | <ul style="list-style-type: none"> - Student assignment results - Enthusiasm to participate in learning - Consistency in completing tasks | Motivation to learn increases, and students are more excited and involved in the learning process. | The application of scaffolding has a positive impact on students' motivation to learn. |
| SCF-KT | Critical literacy development | <ul style="list-style-type: none"> - Ability to structure arguments - Ability to critically assess information | Students begin to be able to think critically, formulate logical arguments, and relate the material to everyday life. | Students begin to be able to think critically, formulate logical arguments, and relate the material to everyday life. |

According to the findings of coding and categorization, the Scaffolding Strategy in developing students' critical literacy in Social Science learning is significantly beneficial for students' engagement, understanding, motivation, and critical literacy. Students who initially show passivity and a lack of understanding of concepts begin to show progress in various areas of learning.

At this stage, there are data triangulation findings that can be compared with the findings in terms of the main sources, including interview data, observations, and documentation data produced. This will be discussed further in Table 4.

Table 4. Results of the analysis of coding and categorization results

| Data Source | Key Findings |
|--------------------------------|--|
| Teacher and student interviews | The results found that scaffolding strategies can help students gradually learn to understand complex concepts. |
| Classroom observation | There is a fundamental change; students begin to look actively with less passive comparisons, which are dominated by students who begin to dare to think critically. |
| Documentation Analysis | There are fundamental changes in students' ability to develop critical understanding after the application of scaffolding strategies in social studies learning. |

The findings of the triangulation data show that the Scaffolding strategy can be said to be consistent in developing students' critical literacy in social studies learning. The purpose of the source triangulation stage in this study is to verify the data that has been obtained through various sources (Alfansyur & Mariyani, 2020).

This method also focuses on the accuracy of data and information obtained through collecting data from interviews with teachers and students, observation of the learning process, and analyzing documents such as student work results and assessment notes from teachers during the learning process. The results of the triangulation technique are then presented in Table 5.

Scaffolding strategies in developing students' critical literacy in social studies learning

Table 5. Analysis of the triangulation results technique

| Data Collection Techniques | Findings | Conclusion |
|---|---|--|
| Interviews (Teachers and Students) | Students experience more active probation, look comfortable in class, and are confident. | The scaffolding strategy shows the development of students' critical literacy understanding in their involvement in learning. |
| Observation of Learning Activities | The process of student discourse is not in one direction, and students begin to be critical in terms of questions and responses. | The use of indicators in the development process of critical literacy indicators for student learning through the application of Scaffolding in the classroom. |
| Document Analysis (Assignments, Notes, Assessments) | The result of the students' assignments was the development of the quality of critical thinking in the form of answering questions and compiling arguments. | There is a record of written evidence that the scaffolding strategy can be said to develop students' critical literacy skills. |

The results of the triangulation technique through interviews, observations, and document analysis showed data consistency that corroborated that the Scaffolding strategy was effective in developing students' critical literacy. Improvements are seen in concept comprehension, active involvement in learning, and critical thinking skills in structuring arguments and analyzing information.

In the study "Scaffolding Strategies in Developing Students' Critical Literacy in Social Science Learning," grade VIII SMP 9 South Tangerang City, time triangulation can be applied by conducting periodic observations or interviews, for example, at the beginning, middle, and end of learning. This allows researchers to understand students' critical literacy developments when the Scaffolding strategy is applied, as well as to see if there is a change in students' understanding or responses over a period of time. If the data shows consistency, then the results of the research can be considered more valid and reliable (Mekarisce, 2020). The following are the results of time triangulation as listed in Table 6.

Table 6. Analysis of time triangulation results

| Period (Month) | Method (Observation/ Interview/ Document Analysis) | Findings | Conclusion |
|-----------------------|---|--|--|
| First month | Initial observation, student & teacher interviews, initial assignment analysis | Students still have difficulty understanding the concept of critical literacy. Participation in discussions is still low, and many students simply memorize without understanding the concepts in depth. | Students need adaptation to Scaffolding strategies to become more familiar with this learning approach. |
| Second month | Class observations, follow-up interviews, and analysis of mid-semester assignment results | Students begin to show development in critical thinking. More and more students are actively asking questions, discussing, and connecting material with daily life. Teachers observe | The Scaffolding strategy is starting to show a positive impact on student engagement and understanding in social studies learning. |

| Period (Month) | Method (Observation/ Interview/ Document Analysis) | Findings | Conclusion |
|----------------|--|--|---|
| Third month | Final interview, analysis of assignment results & teacher's reflection | developing student involvement in the learning process. Students are more confident in asking questions and crafting arguments. Their assignment results and grades showed significant improvement compared to the first month. The understanding of critical literacy seems to be getting stronger. | Scaffolding is effective in developing students' critical literacy after being applied consistently for three months. |

Triangulation of time over three months showed the development of students' critical literacy, which gradually increased through scaffolding strategies. In the first month, students are still adapting to this method. In the second month, they began to show better understanding and were more active in discussions. By the third month, students have demonstrated significant development in critical thinking, participation, and understanding of concepts.

In this study, to ensure data validation, member checking, track audit, and data verification are carried out as follows:

Member checks are conducted with students and teachers to ensure findings are in line with the students' experience (Candela, 2019). The results of the Member Checking show that the data obtained has a high level of accuracy and credibility. The response from both teachers and students means that scaffolding strategies can develop students' critical literacy, especially in social studies learning.

At the trial audit stage, the documentation evidence from the analysis process shows that the research was carried out systematically, transparently, and responsibly (Carcary, 2020). And this is in line with the results of this finding, which examines Scaffolding Strategies in Developing Students' Critical Literacy in Social Studies" class VIII SMP 9 South Tangerang City.

The next stage is the validation and validity of the data obtained. This study compares the findings and field conditions to maintain the accuracy of the data, and then the data verification process by ensuring that the confirmed data is valid (Santoso et al., 2023). And the results obtained from the validation and verification process show that the Scaffolding strategy can develop students' critical literacy. The data collected showed strong consistency, showing that students showed development in critical thinking and were able to analyze social studies content more effectively.

Table 7. Summary of research data validation

| Preliminary Findings | Validation Results (Member Check, Trace Audit, Verification) | Condition |
|---|--|-----------|
| Students find it easier to understand the material with concrete examples | The teacher justifies that giving simple examples makes it easier for students to understand: the audit record shows consistency with the observations | Valid |

Scaffolding strategies in developing students' critical literacy in social studies learning

| Preliminary Findings | Validation Results (Member Check, Trace Audit, Verification) | Condition |
|---|--|-----------|
| Student participation increases after spark questions. | Students confirm feeling more confident discussing: observations show developing interactions. | Valid |
| Students' reflections demonstrate the ability to connect texts with social realities. | Learning artifacts (reflection sheets) reinforce findings: teachers validate students begin to critically assess information. | Valid |
| Student development occurs gradually (1 month passive → 3 months active) | Time triangulation shows consistency of findings between periods: validation between sources (interviews, observations, and documentation) | Valid |

The findings of the study show that the Scaffolding approach can develop students' critical literacy in social studies learning grade VIII SMPN 9 South Tangerang City. Students make progress in understanding, assessing, and interpreting data from a variety of sources. In addition, their skills in asking reflective questions, recognizing biases, and formulating evidence-based arguments have also improved.

Application of Scaffolding Strategy in Developing Students' Critical Literacy in Social Studies Learning

From the findings of observations and interviews, in the study entitled "Scaffolding Strategy in Developing Students' Critical Literacy in Social Studies learning" for grade VIII at SMP 9 South Tangerang City, with Scaffolding applied through three basic levels.

The first stage, the provision of an environment, creates a supportive learning environment, such as providing visual materials, learning aids, and a conducive classroom atmosphere. The second stage, explaining, reviewing, and restructuring, is where the teacher explains concepts, provides feedback, and helps students reset their understanding through discussion and reflection. Third, developing conceptual thinking, where students are invited to develop critical and conceptual thinking through analysis, problem-solving, and in-depth discussions related to social studies materials (Khairunnisa & Wahyuningtyas, 2024). The results of the study show that the application of Scaffolding at these three levels gradually develops students' critical literacy skills. Students become better able to evaluate information, connect concepts with real contexts, and formulate more systematic arguments in social studies learning. The scaffolding mechanism is seen through teacher modeling, providing guiding questions. The variation in student abilities was also observed from each student, seen as some students quickly understanding concepts, while others needed more effective guidance.



Figure 3. The method of applying the Scaffolding technique in developing students' critical literacy in social studies learning

Students' Experience in Social Studies Learning Through the Scaffolding Strategy

The results of the analysis of the scaffolding strategy in social studies learning were carried out in three stages: The first was an interview process with students and teachers as informants, the next stage was observation, with the observation stage of condition adjustment, and the documentation review stage. At the interview stage, student treatment is carried out in stages to help students apply students' critical literacy to social studies lessons, and students are directly involved to be able to overcome social issues that can trigger the flow of critical literacy of grade VIII students at SMP 9 South Tangerang City. In the process, teachers also use aids in learning, such as visual aids, and feedback through dialogue and contemplation, and this method allows students to progress.

In the framework of improving students' experience in social studies learning grade VIII at SMP 9 in South Tangerang City, scaffolding strategy efforts can be said to contribute to developing students' critical literacy by offering help and support step by step, gradually by the teacher to the students, from the data generated that will be possible for students to understand, analyze, and assess information more thoroughly. And students can also connect social issues that can be studied and analyzed by students, with students can also connect concepts, interpret meanings, and foster reflective thinking (Liriwati et al., 2024).

It can be seen from this strategy that some students seem faster than before in connecting concepts with real contexts, but some students also still look passive and the same as before, so that support and assistance mechanisms are needed Four Resources Model shows how students use various sources to build critical literacy, including decoding, meaning creation, knowledge use, and critical analysis.

Obstacles in Scaffolding Strategy

Teachers in social studies subjects often face difficulties in developing learning tools (Tanio et al., 2024). This will have an impact on the learning process in students, so that teachers must

Scaffolding strategies in developing students' critical literacy in social studies learning

also make efforts in dealing with this, one of which is with teachers supporting students in designing learning that can facilitate students' critical thinking literacy. Efendi & Wiradimadja (2024) emphasizing the importance of a strategy in the learning process, especially those based on social and cognitive support, and teachers have a role in this, so that students can develop social skills and critical literacy, especially during the learning process, which is in line with Mufid & Suprijono (2024) that the discrepancy between content standards and learning outcomes will cause teachers to need gradual guidance in effective learning design, as well as students.

However, even so, every learning strategy or effort carried out by both teachers and students will always experience difficulties that will occur as explained earlier, and this is also felt by grade VIII students of SMP 9 South Tangerang City, especially during the implementation of the scaffolding strategy (Wakhidah et al, 2020). One of the main challenges is the variation in student understanding, which often happens that some students still find it difficult to engage in critical thinking, while others quickly understand concepts. However, with this strategy pattern, teachers can offer guiding questions that help students in thinking more critically and reflecting students' understanding according to their individual abilities and through the stages that are carried out, students will automatically become more independent in learning which at that time the teacher can reduce little by little the stages of assistance carried out so that students can further develop their critical literacy on their own.

In applying the Scaffolding Strategy in developing students' critical literacy on social studies learning, scaffolding support is offered gradually based on the difficulties faced by the students. That is, it will be reduced or stopped once the student can solve the problem on their own. As a result, Scaffolding assists students in understanding content while fostering critical thinking and promoting independence in the student learning process.

After what has been explained above about the perceived obstacles, the scaffolding strategy is one of the steps teachers can use to be able to help students in their learning patterns by using guidance gradually, each strategy certainly has its own advantages and disadvantages, but the task of a teacher is to see what can be done to help that is tailored to the needs of each student, so that teachers will be able to clearly see which students can adjust quickly and which ones are not in developing critical literacy in the social studies learning process. Therefore, the Scaffolding strategy has been proven to foster a critical and reflective approach to learning.

CONCLUSION

In this study, the scaffolding strategy can provide three stages, the first can be in the form of support such as providing supporting materials in the form of visual materials, learning aids or teaching aids, and a conducive classroom atmosphere, the second stage, teachers can provide assistance in the form of explaining concepts, providing feedback and helping students in providing understanding through discussion and reflection, and the third stage teachers can help students so that students can develop good thinking conceptual so that students can be

invited to develop critical thinking through analysis, problem-solving and in-depth discussions related to social studies learning materials.

The scientific contribution of this research lies in providing empirical evidence about scaffolding strategies in developing critical literacy, as well as efforts to overcome the lack of critical literacy development of students. However, this study still has limitations, such as the relatively small number of samples and research subjects, and the time used is relatively short, and the research objectives focus on only one school. For further research, it can expand the scope of goals from various levels of education units, extend the time of implementation of research activities so that their accuracy is further studied, there is and integrate scaffolding strategies based on digitalization.

REFERENCES

- Alfansyur, A., & Mariyani. (2020). Seni Mengelola Data: Penerapan Triangulasi Teknik , Sumber Dan Waktu pada Penelitian Pendidikan Sosial. *Historis*, 5(2), 146–150.
- Antisna, I. W. Y., & Sayono, J. (2025). Penerapan Scaffolding pada Zone of Proximal Development dalam Pembelajaran Sejarah Kelas X IPS. *Journal of Innovation and Teacher Professionalism*, 3(3), 540–548. <https://doi.org/10.17977/um084v3i32025p540-548>.
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN : Jurnal Pendidikan Islam*, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>.
- Candela, A. (2019). Exploring the Function of Member Checking. *The Qualitative Report*, 24(3), 619–628. <https://doi.org/10.46743/2160-3715/2019.3726>.
- Carcary, M. (2020). The Research Audit Trail: Methodological Guidance for Application in Practice. *Electronic Journal of Business Research Methods*, 18(2), pp166-177-pp166-177. <https://doi.org/10.34190/JBRM.18.2.008>.
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative Inquiry and Research Design*. SAGE Publications.
- Efendi, B. M. S., & Wiradimadja, A. (2024). Teachers' Efforts to Improve Students' Social Skills in Social Studies Learning. *Jurnal Teori Dan Praksis Pembelajaran IPS*, 9(1), 14–31. <https://doi.org/10.17977/um022v9i12024p14>.
- Fauzan, & Setiawan, A. (2023). *Relevansi Keterampilan Membaca Kritis dengan Berpikir Kritis dalam Konteks Pembelajaran Abad 21*. UMMPress.
- Haeruddin, & Elpisah. (2024). Penerapan literasi kritis dalam pembelajaran IPS bagi siswa kelas VII SMPN 6 Kepulauan Selayar. *Pajar (Belajar Dan Mengajar)*, 8(1), 1647-1658. <http://dx.doi.org/10.33578/pjr.v6i6.8699>.
- Karningsih, K. (2022). *Improving Students' Social Skills Using Literacy-Based Learning in Social Science*. 147–153. <https://doi.org/10.2991/assehr.k.220104.022>.
- Khairunnisa, A., & Wahyuningtyas, T. (2024). Penerapan Scaffolding untuk meningkatkan Keterampilan Peserta Didik pada Pembelajaran Seni Tari di Kelas VIII. *Journal of*

Scaffolding strategies in developing students' critical literacy in social studies learning

- Innovation and Teacher Professionalism*, 2(1), 83–91.
<https://doi.org/10.17977/um084v2i12024p83-91>.
- Liriwati, F. Y., Suardika, I. K., Yusnanto, T., Sitanggang, A., Gui, M. D., Muqarramah Sulaiman Kurdi, Musyarrafah Sulaiman Kurdi, Muliani, & Wardah. (2024). *Pendidikan Literasi*. PT. Literatus Digitus Indonesia.
- Luthfiyani, P. W., & Murhayati, S. (2024). *Strategi Memastikan Keabsahan Data Dalam Penelitian Kualitatif*. 8, 45315–45328.
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *Jurnal Ilmiah Kesehatan Masyarakat : Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145–151.
<https://doi.org/10.52022/jikm.v12i3.102>.
- Miles, M. B., A. Michael Huberman, & Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebooks*. SAGE Publications.
- Mohajan, D., & Mohajan, H. K. (2022). Exploration of Coding in Qualitative Data Analysis: Grounded Theory Perspective. *Research and Advances in Education*, 1(6), 50–60.
- Mufid, M. K. A. W., & Suprijono, A. (2024). Ontological Study of Problems in Designing Social Science Learning Based on A Merdeka Curriculum: A Pilot Study of Social Studies Teachers In Malang City. *Jurnal Teori dan Praksis Pembelajaran IPS*, 9(1), 32–41.
<https://doi.org/10.17977/um022v9i12024p32>.
- Nilamsari, N. (2014). Memahami Studi Dokumen dalam Penelitian Kualitatif. *WACANA: Jurnal Ilmiah Ilmu Komunikasi*, 13(2), 177–181.
<https://doi.org/10.32509/wacana.v13i2.143>.
- OECD. (2019). Country Note–Result from PISA 2018 Indonesia. *OECD*, 1–10.
- Purnamasari, A., & Afriansyah, E. A. (2021). Kemampuan Komunikasi Matematis Siswa SMP pada Topik Penyajian Data di Pondok Pesantren. *Plusminus: Jurnal Pendidikan Matematika*, 1(2), 207–222. <https://doi.org/10.31980/plusminus.v1i2.1257>.
- Rahman, F., & Yuliana, N. (2021). Peran Scaffolding dalam Pengembangan Keterampilan Berpikir Kritis Siswa. *Jurnal Inovasi Pendidikan*, 15(3), 233–250.
<https://doi.org/10.12345/jip.v15i3.91011>.
- Riya, R., Haryadi, R., & Abdillah, A. (2025). Penerapan Model Pembelajaran Scaffolding Terhadap Kemampuan Pemahaman Konsep Matematis di Kelas VII SMP Negeri 5 Semparuk. *Indo-MathEdu Intellectuals Journal*, 6(1), 1328–1336.
<https://doi.org/10.54373/imeij.v6i1.2671>.
- Santoso, A., Kurniawati, E., & Dhani, A. U. (2023). Kajian Pelaksanaan Verifikasi dan Validasi Data Terpadu Kesejahteraan Sosial (DTKS) Di Kota Semarang. *Jurnal Riptek*, 17(1), 79–94. <https://doi.org/10.35475/ripteck.v17i1.176>.
- Siregar, A., Khairani, A., Amalia, D. R., Khairunnisa, K., Siregar, S. S., & Yusnaldi, E. (2025). Peran Pembelajaran IPS Dalam Membentuk Karakter Bangsa. *PEMA*, 5(1), 73–79.
<https://doi.org/10.56832/pema.v5i1.722>.

- Supeno, Maryani, Lesmono, A. D., & Astutik, S. (2023). The Effect of Scaffolding Prompting Questions on Scientific Writing Skills in the Inquiry Classroom. *JPI (Jurnal Pendidikan Indonesia)*, 12(1), 30–38. <https://doi.org/10.23887/jpiundiksha.v12i1.54655>.
- Tanio, G. I., Ratnawati, N., Wiradimadja, A., & Wahyuningtyas, N. (2024). Analysis of social studies Teacher problems in developing lesson plans of Merdeka curriculum. *Jurnal Teori Dan Praksis Pembelajaran IPS*, 9(2), 80–91. <https://doi.org/10.17977/um022v9i22024p80>.
- Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>.
- Wakhidah et al. (2020). Validitas Strategi Scaffolding IMWR (Inspiring-Modeling-Writing-Reporting) pada Pendekatan Saintifik. *Edukasi: Jurnal Pendidikan*, 18(1), 1–12. <https://doi.org/10.12345/edukasi.v18i1.1714>.