

ABSTRAK

“PENERAPAN PRINSIP *SCAFFOLDING* DALAM MATERI PENJUMLAHAN BERSUSUN: STUDI BANDING BUKU TEKS KEMENDIKBUD DAN *CAMBRIDGE*”

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Penelitian ini bertujuan untuk menganalisis penerapan prinsip *scaffolding* pada materi penjumlahan dan penjumlahan bersusun dalam buku Matematika Kemendikbud dan *Cambridge Primary Mathematics* pada jenjang sekolah dasar. Prinsip *scaffolding* dipandang penting karena berperan dalam membantu siswa memahami konsep matematika secara bertahap, mulai dari pemberian bantuan hingga mencapai kemandirian belajar. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode analisis isi, yang difokuskan pada struktur penyajian materi dalam buku ajar. Aspek yang dianalisis meliputi pemberian contoh atau model, penyederhanaan masalah, petunjuk atau pertanyaan pemantik, visualisasi, latihan bertahap, umpan balik, serta pengurangan bantuan secara bertahap.

Hasil penelitian menunjukkan bahwa kedua buku telah menerapkan ketujuh komponen *scaffolding*, namun dengan karakteristik yang berbeda. Buku Matematika Kemendikbud menekankan *scaffolding* yang bersifat kontekstual dan prosedural melalui penggunaan contoh kehidupan sehari-hari, visual konkret, serta latihan yang disusun secara bertahap. Pendekatan ini membantu siswa memahami langkah-langkah penjumlahan, tetapi penguatan pemahaman konseptual dan refleksi strategi berpikir masih relatif terbatas. Sementara itu, buku *Cambridge Primary Mathematics* menerapkan *scaffolding* secara lebih konsisten, eksplisit, dan sistematis. Hal ini terlihat dari penggunaan *worked example*, penerapan pendekatan *concrete–pictorial–abstract (CPA)*, visual matematis yang beragam, serta pengurangan bantuan yang dirancang secara terencana dari tahap bimbingan menuju kemandirian.

Berdasarkan temuan tersebut, dapat disimpulkan bahwa buku *Cambridge Primary Mathematics* lebih dominan dalam menerapkan prinsip *scaffolding* secara menyeluruh. Hasil penelitian ini diharapkan dapat menjadi bahan pertimbangan dalam pengembangan buku ajar matematika sekolah dasar yang lebih mendukung pembelajaran bermakna dan pemahaman konsep siswa.

Kata kunci: *scaffolding*, buku ajar matematika, penjumlahan, sekolah dasar, Kemendikbud, *Cambridge Primary Mathematics*.

ABSTRACT

"APPLICATION OF SCAFFOLDING PRINCIPLES IN COMPOSITE ADDITION: A COMPARATIVE STUDY OF TEXTBOOKS KEMENDIKBUD AND CAMBRIDGE"

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This study aims to analyze the application of the scaffolding principle to addition and nested addition in the Ministry of Education and Culture's Mathematics textbook and Cambridge Primary Mathematics at the elementary school level. The scaffolding principle is considered important because it plays a role in helping students understand mathematical concepts gradually, from providing assistance to achieving independent learning. This study used a qualitative descriptive approach with a content analysis method, focusing on the presentation structure of the material in the textbooks. Aspects analyzed included the provision of examples or models, problem simplification, prompts or prompting questions, visualization, gradual exercises, feedback, and gradual reduction of assistance.

The results showed that both textbooks implemented all seven scaffolding components, but with different characteristics. The Ministry of Education and Culture's Mathematics textbook emphasized contextual and procedural scaffolding through the use of everyday life examples, concrete visuals, and exercises structured in stages. This approach helped students understand the steps of addition, but reinforced conceptual understanding and reflection on thinking strategies were relatively limited. Meanwhile, the Cambridge Primary Mathematics textbook implemented scaffolding more consistently, explicitly, and systematically. This is evident in the use of worked examples, the application of the concrete-pictorial-abstract (CPA) approach, diverse mathematical visuals, and the deliberate reduction of assistance from the guidance stage to independence.

Based on these findings, it can be concluded that the Cambridge Primary Mathematics textbook predominantly applies the principle of scaffolding throughout. The results of this study are expected to inform the development of elementary school mathematics textbooks that better support meaningful learning and student conceptual understanding.

Keywords: *scaffolding, mathematics textbook, addition, elementary school, Ministry of Education and Culture, Cambridge Primary Mathematics.*