

ABSTRAK

ANALISIS PENERAPAN *SCAFFOLDING* DALAM MATERI PEMBAGIAN STUDI PERBANDINGAN BUKU TEKS MATEMATIKA KEMENDIKBUD DAN *CAMBRIDGE*

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Matematika menuntut pemahaman konseptual secara bertahap, khususnya pada materi pembagian di kelas IV SD. *Scaffolding* sebagai strategi pemberian dukungan terstruktur yang dikurangi secara bertahap terbukti efektif membangun pemahaman peserta didik. Buku teks sebagai media pembelajaran utama memegang peran penting dalam mengimplementasikan prinsip tersebut. Penulisan ini bertujuan menganalisis dan membandingkan penerapan prinsip *scaffolding* dalam materi pembagian bilangan cacah pada buku teks Kemendikbud dan *Cambridge Primary Mathematics* kelas IV SD.

Penulisan menggunakan pendekatan kualitatif dengan metode analisis dokumen. Instrumen analisis mencakup tujuh komponen *scaffolding* dengan 21 indikator, meliputi pemberian model, penyederhanaan masalah, pertanyaan pemantik, visualisasi, latihan bertahap, umpan balik, dan *fading*.

Hasil penulisan menunjukkan buku Kemendikbud memenuhi 20 dari 21 indikator, dengan keunggulan pada alur Konkret–Piktorial–Abstrak (CPA) dan *fading* yang terencana, namun belum menyediakan rubrik refleksi diri. Buku *Cambridge* memenuhi seluruh 21 indikator, unggul dalam multirepresentasi matematis, variasi tujuh jenis soal, dan *checklist self-assessment*. Kedua buku menunjukkan keselarasan tinggi, namun berbeda dalam keragaman model acuan, representasi visual, dan variasi tipologi soal. Guru tetap memegang peran krusial dalam melengkapi keterbatasan kedua buku teks.

Kata Kunci: *scaffolding*, buku teks matematika, pembagian bilangan cacah, Kemendikbud, *Cambridge Primary Mathematics*, sekolah dasar

ABSTRACT

***ANALYSIS OF THE USE OF SCAFFOLDING IN THE MATERIALS OF THE
COMPARATIVE STUDY OF MATHEMATICS TEXTBOOKS PUBLISHED BY
THE MINISTRY OF EDUCATION AND CULTURE AND CAMBRIDGE***

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Mathematics requires a gradual development of conceptual understanding, particularly in the division unit for fourth-grade elementary school students. Scaffolding, as a strategy for providing structured support that is gradually reduced, has been proven effective in building students' understanding. Textbooks, as the primary learning medium, play a crucial role in implementing this principle. This study aims to analyze and compare the application of scaffolding principles in the division of whole numbers in the Ministry of Education and Culture and Cambridge Primary Mathematics textbooks for fourth-grade elementary school students.

The study employs a qualitative approach using document analysis. The analysis instrument includes seven scaffolding components with 21 indicators, covering the provision of models, simplification of problems, prompting questions, visualization, step-by-step practice, feedback, and fading.

The results show that the Ministry of Education and Culture textbook meets 20 of the 21 indicators, with strengths in the Concrete–Pictorial–Abstract (CPA) sequence and planned fading, but it does not yet provide a self-reflection rubric. The Cambridge textbook meets all 21 indicators, excelling in mathematical multi-representation, seven types of problem variations, and a self-assessment checklist. Both textbooks demonstrate high alignment, yet differ in the diversity of reference models, visual representations, and question types. Teachers continue to play a crucial role in addressing the limitations of both textbooks.

Keywords: scaffolding, mathematics textbook, division of whole numbers, Ministry of Education and Culture, Cambridge Primary Mathematics, elementary school