ABSTRAK

ANALISIS PENERAPAN *SCAFFOLDING* DALAM MATERI BANGUN DATAR STUDI PERBANDINGAN BUKU TEKS MATEMATIKA KEMENDIKBUD DAN *CAMBRIDGE*"

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Penelitian ini bertujuan untuk menganalisis penerapan prinsip *scaffolding* dalam materi bangun datar pada buku teks Matematika Kemendikbud dan Cambridge di tingkat sekolah dasar, serta mendeskripsikan persamaan dan perbedaan penerapan *scaffolding* pada kedua buku tersebut.

Jenis Penelitian ini adalah kualitatif deskriptif dengan desain studi perbandingan. Metode yang digunakan adalah analisis isi *(content analysis)* yang merupakan metode yang tepat untuk mempelajari buku teks matematika secara sistematis dan memperoleh gambaran menyeluruh tentang kualitas materi. Analisis dilakukan berdasarkan tujuh komponen *scaffolding*, yaitu: pemberian model *(modelling),* penyederhanaan masalah *(simplifying the task*), pertanyaan pemantik *(hinting/prompting),* visual atau gambar pendukung *(visual representation),* latihan bertahap *(graded practice),* umpan balik *(feedback),* dan pengurangan bantuan bertahap *(fading).*

Hasil penelitian menunjukkan bahwa kedua buku telah menerapkan ketujuh komponen *scaffolding*. Buku teks Kemendikbud menerapkan *scaffolding* melalui konteks kehidupan sehari-hari yang relevan secara lokal, gambar konkret, serta alur materi yang terstruktur dari sederhana ke kompleks. Namun, penerapannya cenderung implisit dan belum sepenuhnya mendorong peserta didik untuk berpikir pada tingkat yang lebih dalam. Sementara itu, buku teks *Cambridge* menerapkan *scaffolding* secara lebih sederhana dan sistematis melalui struktur latihan bertingkat yang jelas, pertanyaan pemantik terbuka, serta penggunaan gambar sebagai alat penalaran utama.

Kata kunci: *Scaffolding*, Buku Teks Matematika, Bangun Datar, Kemendikbud, *Cambridge,* Studi Perbandingan.

ABSTRACT

"ANALYSIS OF THE USE OF SCAFFOLDING IN GEOMETRY MATERIALS: A COMPARATIVE STUDY OF MATHEMATICS TEXTBOOKS FROM THE MINISTRY OF EDUCATION AND CULTURE AND CAMBRIDGE"

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This study aims to analyze the application of scaffolding principles in the geometry section of the Ministry of Education and Culture and Cambridge mathematics textbooks at the elementary school level, as well as to describe the similarities and differences in the application of scaffolding in both textbooks.

This is a descriptive qualitative study with a comparative design. The method used is content analysis, which is an appropriate method for systematically studying mathematics textbooks and obtaining a comprehensive overview of the quality of the material. The analysis was conducted based on seven components of scaffolding, namely: modelling, simplifying the task, hinting/prompting, visual representation, graded practice, feedback, and fading.

The research results indicate that both textbooks have implemented all seven components of scaffolding. The Ministry of Education and Culture textbook applies scaffolding through locally relevant real-life contexts, concrete images, and a structured sequence of material progressing from simple to complex. However, its application tends to be implicit and does not yet fully encourage students to think at a deeper level. Meanwhile, the Cambridge textbook applies scaffolding in a simpler and more systematic manner through a clear structure of graded exercises, open-ended prompts, and the use of images as the primary tool for reasoning.

Keywords: Scaffolding, Mathematics Textbooks, plane figures, Ministry of Education and Culture, Cambridge, Comparative study