

ABSTRAK

“ANALISIS STRUKTUR *SCAFFOLDING* BUKU TEKS IPAS SD MATERI PANCA INDRA PADA BUKU PEMERINTAH DAN *CAMBRIDGE*”

Studi Kasus pada Buku Teks IPAS Kelas III Sekolah Dasar
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Pembelajaran IPAS di sekolah dasar bertujuan mengembangkan kemampuan berpikir kritis dan sikap ilmiah peserta didik. Namun, peserta didik sekolah dasar yang masih berada pada tahap operasional konkret membutuhkan dukungan belajar secara bertahap untuk memahami konsep-konsep sains. Rendahnya kemampuan literasi sains peserta didik serta keterbatasan bahan ajar dalam menyediakan dukungan pembelajaran yang sesuai menunjukkan pentingnya penerapan *scaffolding* dalam buku teks. Buku teks pemerintah dan buku *Cambridge* memiliki karakteristik penyajian yang berbeda sehingga perlu dikaji bagaimana struktur *scaffolding* yang diterapkan dalam kedua buku tersebut.

Penelitian ini bertujuan untuk menganalisis dan membandingkan penerapan *scaffolding* pada buku teks IPAS terbitan pemerintah dan buku *Cambridge Primary Science* pada materi “Bentuk serta Fungsi Bagian Tubuh pada Manusia (Panca Indra)”. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis isi (*content analysis*). Data penelitian berupa teks, gambar, aktivitas pembelajaran, serta latihan yang terdapat dalam kedua buku teks. Analisis dilakukan berdasarkan tujuh komponen *scaffolding*, yaitu *modelling*, *simplifying the task*, *hinting/prompting*, *visual representation*, *graded practice*, *feedback*, dan *fading*.

Hasil penelitian menunjukkan bahwa kedua buku telah menerapkan ketujuh komponen *scaffolding*, tetapi memiliki karakteristik yang berbeda. Buku teks pemerintah lebih menekankan pendekatan kontekstual melalui pengalaman sehari-hari, contoh konkret, dan aktivitas sederhana yang sesuai dengan perkembangan peserta didik. Sementara itu, buku *Cambridge* menerapkan *scaffolding* secara lebih sistematis melalui kegiatan eksplorasi, investigasi, refleksi, dan evaluasi mandiri yang mendukung pengembangan kemampuan berpikir ilmiah. Dengan demikian, kedua buku memiliki keunggulan masing-masing dan dapat saling melengkapi dalam mendukung pembelajaran IPAS yang bertahap, bermakna, serta mendorong kemandirian belajar peserta didik.

Kata kunci: *scaffolding*, buku teks IPAS, *Cambridge Primary Science*, panca indra, sekolah dasar.

ABSTRACT

“ANALYSIS OF SCAFFOLDING STRUCTURE IN ELEMENTARY IPAS TEXTBOOKS ON THE FIVE SENSES TOPIC IN GOVERNMENT AND CAMBRIDGE BOOKS”

Case Study on Grade III Elementary School Textbooks

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Science and Social Studies (IPAS) learning in elementary schools aims to develop students' critical thinking skills and scientific attitudes. However, elementary school students, who are generally at the concrete operational stage of cognitive development, require gradual learning support to understand scientific concepts. The low level of students' scientific literacy and the limitations of learning materials in providing appropriate learning support indicate the importance of implementing scaffolding in textbooks. Government textbooks and Cambridge textbooks have different presentation characteristics; therefore, it is necessary to examine how scaffolding structures are applied in both textbooks.

This study aims to analyze and compare the implementation of scaffolding in the government-issued IPAS textbook and the Cambridge Primary Science textbook on the topic “The Structure and Functions of Human Body Parts (The Five Senses).” This study employed a qualitative approach using the content analysis method. The research data consisted of texts, illustrations, learning activities, and exercises contained in both textbooks. The analysis was conducted based on seven scaffolding components: modelling, simplifying the task, hinting/prompting, visual representation, graded practice, feedback, and fading.

The results show that both textbooks implement all seven scaffolding components; however, they demonstrate different characteristics in their application. The government textbook emphasizes a contextual approach through everyday experiences, concrete examples, and simple activities that align with students' developmental stages. Meanwhile, the Cambridge textbook applies scaffolding in a more systematic way through exploration, investigation, reflection, and self-evaluation activities that support the development of scientific thinking skills. Therefore, both textbooks have their own strengths and can complement each other in supporting gradual, meaningful IPAS learning and promoting students' independent learning.

Keywords: *scaffolding, IPAS textbook, Cambridge Primary Science, five senses, elementary school.*