**Lampiran 1. Tabel 2 Strategi Pencarian Literatur Scaffolding**

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| **No.** | **Title of Literature** | **Data Bases** | **Year** | **Keywords** | **Abstract** | **Author** |
| 1 | Scaffolding in Mathematics Learning | Online Journal  | 2020 | mathematics, mathematics learning, scaffolding |  Scaffolding can improve students' understanding of concepts and motivation. Scaffolding can make students become more independent. The purpose of this study was to determine the role of scaffolding in mathematics learning. |  Wahyuning Retnodari1, Widanty Faddia Elbas2 dan Selvi Loviana2 |
| 2 | Effectiveness of Scaffolding Strategies in Learning Against Decrease in Mathematics Anxiety Level | Online Journal  | 2020 |

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| Strategy; Scaffolding; Mathematical Anxiety  |

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| This means scaffolding can be an effective strategy to help students move across different Zones of Proximal Development (ZPD). The scaffolding strategy has also created a positive classroom environment that encourages students to learn mathematics without fear.  |

 |  Imam Kusmaryono1, Akbar Muntoha Gufron2, Achmad Rusdiantoro |
| 3 | Design and investigation of cooperative, scaffolded wiki learning activities in an online graduate-level course | Online Journal | 2019 | Cooperative learning, Online learning, Distance education, Wikis, Scaffolding | The study offers implications for designing and scaffolding wiki-based cooperative learning. | Cb-sKun Huang10 sisiwa |
| 4 | Scaffolding Student Understanding in Small-GroupWork: Students’ Uptake of Teacher Support in Subsequent Small-Group Interaction | Online Journal | 2019 | Scaffolding, Student Understanding , Interaction | Providing contingent or adaptive support (i.e., scaffolding) is effective. Yet it is unclearhow it promotes students’ learning. In this mixed-methods study, we investigated to whatextent the effect of contingent support for students’ learning is mediated by the extent towhich students take up teachers’ support in subsequent small-group work. | Janneke van de Pol, Neil Mercer & Monique Volman |
| 5 | Teacher-student eye contact during scaffolding collaborative mathematical problem-solving | Online Journal | 2019 |  eye contact, mathematical problem solving, teacher gaze, teacher-student interaction | The quantitative analysis showed that most of the teacher gazes on student's faces did not lead to dyadic eye contacts and those gazes that did, occurred often during affective and cognitive scaffolding. These results offer us novel and important insight into the nonverbal part of scaffolding interaction. |  Eeva Haataja, Miika Toivanen, Anu Laine and Markku S. Hannula  |

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| 6 | Teacher's visual attention when scaffolding collaborativemathematical problem solving | Online Journal | 2019 | Mathematical problem-solving, Teacher-student interaction, Teacher attention, Mobile gaze-tracking research | The results show that the teacher's scaffoldingintentions affected his gaze targets significantly and that mobile gaze tracking can provide novel insight to situational processes of teacher-student interaction. | Cbs19Eeva Haataja\*, Enrique Garcia Moreno-Esteva |
| 7 | The timing of scaffolding characteristics in mathematicslearning | Online Proceedings | 2019 | Timing, scaffolding characteristics, mathematics learning | The results showed that there were three characteristics of the timing of scaffolding based on the academic ability students; immediate scaffolding for low-ability students, partly delayed scaffolding for moderate-ability students and fully delayed scaffolding for high-ability students. This study complements the existing scaffolding characteristics. | PsK Widjajanti1\*, T Nusantara2, A R As’ari2, S Irawati2 |
| 8 | Delaying Scaffolding Using GeoGebra: Improving the Ability of Vocational Students to Draw Conclusions | Online Journal | 2019 | Delayed scaffolding, GeoGebra, vocational students, draw conclusions, absolute functions. | The results of the study show that the implementation of delayed scaffolding using GeoGebra improved students’ ability to draw conclusions in understanding the representation of absolute functions in graphical form. This strategy has positive effects on students in the process of learning mathematics, especially for vocational students in Indonesia. |  K. Widjajanti 1,2, T. Nusantara 2  |
| 9 | Scaffolding Mathematics Remediation for Academically At-Risk Students FollowingDevelopmental Education Reform in Florida | Online Journal | 2018 | Scaffolding, Mathematics Remediation, Developmental Education  | The purpose of this qualitative study is to understand how educational scaffolding may explain changing patterns of student success in mathematics in the era of developmental education (DE or remediation) reform in Florida College System (FCS) institutions.  | 518 PTRebecca L. Brower, Chenoa S. Woods |
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| 10 | THE EFFECT OF VARIOUS MEDIA SCAFFOLDING ON INCREASING UNDERSTANDING OF STUDENTS’ GEOMETRY CONCEPTS | Online Journal | 2018 | Media Scaffolding, Chart, Props, Visual, Understanding of Students’ Geometry Concept | The results of research showed that (1) the tendency of male students using the media scaffolding props, and female students using scaffolding media chart, and (2) effect of media scaffolding on increasing understanding of students’ geometry concepts are effective enough. | PsSD |
| 11 | Scaffolding Based on Cognitive Conflict in Correcting the Students’ Algebra Errors | Online Journal | 2018 | scaffolding, cognitive conflict, algebra errors | The purpose of the research is to describe and analyze the implementation of Scaffolding based on Cognitive Conflict in correcting the students’ errors in Algebra material. |  Indah Puspitasari Maharani 1\*, Subanji Subanji  |
| 12 | Scaffolding Technique Study in Improving Students' Critical Mathematical Thinking Ability | Online Journal | 2018 | Scaffolding Technique, Mathematical Thinking | This study aims to provide an explanation of how scaffolding techniques in improving students' mathematical critical thinking skills | Indo |
| 13 | Implementation of contextual approacheson the scaffolding learning model | Online Journal | 2018 |  Contextual Approach; Scaffolding Learning Model | The purpose of this study was to find out an overview of an innovative learning model in the form of the application of the Contextual Approach applied to the Scaffolding LearningModel. | Indo  |
| 14 | The Effect of Interactive Multimedia Assisted Scaffolding Learning Model on Mathematics Learning Outcomes by Controlling Students' Thinking Styles | Online Journal | 2018 | Scaffolding Learning Model-Assisted Interactive Multimedia, The Result Of LearningMath, Thinking Styles. | The results of these studies provide indications that the scaffolding Learning Model-assisted Interactive Multimedia can enhance the results of learning math with or without control of the thinking styles of the students. | Sugeng Sutiarso, M. Coesamin, Nurhanurawati |
| 15 | Teacher’s gaze behavior when scaffolding peer interaction and mathematical thinking during collaborative problem-solving activity | Online Proceedings | 2018 | Scaffolding, peer interaction, mathematical thinking, problem-solving | Teacher’s gaze behavior when scaffolding peer interaction and mathematical thinking during collaborative problem-solving activity | Kelompok kecilInteraksipeer interactionhermkes  |

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| **No.** | **Title of Literature** | **Data Bases** | **Year** | **Keywords** | **Abstract** | **Type Scaffolding** |
| 16 | Interaction-based coding of scaffolding processes. | Online Journal | 2018 | ScaffoldingContingent supportTeacher-student-interactionVideo studyTeaching quality | In this article, we prepared to measure scaffolding in small group classrooms. We have developed scaffolding by analyzing teacher-student interactions and developing instruments to encode student achievement levels and the strength of teacher interventions as relevant student and teacher variables. For the construction of interaction patterns, the code is related to one another. To assess the resulting interaction patterns for the quality of the scaffolding, we devised rules based on the principle of contingent movement. | Kelompok kecilInteraksipeer interactionHaataja |
| 17 | SCAFFOLDING: HOW IT WORKS FOR STUDENTS WITH LEARNINGDIFFICULTIES | Online Proceedings | 2017 | scaffolding, learning difficulties | The purpose of this article is to introduce teachers to scaffolding methods that can be an alternativelearning in the classroom especially for children with learning disabilities. | Kesulitan siswaAnggadewi  |
| 18 | Effectiveness of Computer-Based Scaffoldingin the Context of Problem-Based Learning for StemEducation: Bayesian Meta-analysis | Online Journal | 2017 | Computer-based scaffolding . Problem-based learning. Intelligent tutoring systems.STEMeducation. Bayesian meta-analysis | Computer-based scaffolding plays a pivotal role in improving students’ higher-orderskills in the context of problem-based learning for Science, Technology, Engineering andMathematics (STEM) education. | Nam Ju Kim1 & Brian R. Belland2 & Andrew E.Walker2 |
| 19 | EFFECTIVENESS OF USING SCAFFOLDING TECHNIQUES IN IMPROVING MATH LEARNING OUTCOMES  | Online Journal | 2017 |  effectiveness,mathematics learning outcomes, technique Scaffolding | This study aims to determine how the effective use of techniques Scaffolding in mathematics and to determine whether through Scaffolding techniques can improve students' mathematics learning outcomes VIII-A.From these results, it can be concluded that the use of scaffolding techniques to improve learning outcomes in mathematics. | IndoSmp kesulitan siswa |

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| **No.** | **Title of Literature** | **Data Bases** | **Year** | **Keywords** | **Abstract** | **Author** |
| 20 | INFLUENCE OF BASED SCAFFOLDING METHODCONSTRUCTIVISM ON MATHEMATICAL LEARNING OUTCOMES | Online Journal | 2017 |  mathematics achievement; constructivism; scaffolding | Scaffolding method based on constructivism can be implemented in any instruction, because it canincrease students’ achievement and students will get learning variation that can reduceboredom and motivate them to learn actively. | Indo |
| 21 | INVESTIGATION OF CONTINGENCY PATTERNS OF TEACHERS’SCAFFOLDING IN TEACHING AND LEARNING MATHEMATICS | Online Journal | 2017 | Contingency, Contingent Dominant, Non-Contingent Dominant, Pseudo Contingent, Scaffolding | The result shows that the three teachers expressed different interaction contingencies in their scaffolding activities: contingent dominant, non-contingent dominant, and pseudo-contingent. It is also found that the learning interaction performed by experienced teachers tends to be contingent dominant compared to novice teachers. | Anwar JME |
| 22 | Scaffolding the Mathematical “Connections”: A New Approach to PreparingTeachers for the Teaching of Lower Secondary Algebra | Online Journal | 2016 | Scaffolding, Mathematical Connections, Teaching | Results from the analysis of this study suggest that there might be much to be gained from this new approach. | Christine A. Ormond |
| 23 | Scaffolding Strategies Applied by Student Teachers to TeachMathematics | Online Journal | 2016 | Scaffolding, mathematics education, student teacher | In this research, the aim has been to analyze student teachers’ scaffolding strategies as they have been applied to the teaching of mathematics. | Fatma H. BIKMAZ |
| 24 | The effectiveness of self-regulated learning scaffolds on academic performance in computer-based learning environments: a metaanalysis | Online Journal | 2016 | Self-regulated learning \_ Academicperformance \_ Scaffold \_ Meta-analysis | Findings revealed that self-regulated learning scaffolds in computer-based learning environments generally produced a significantly positive effect on academic performance (ES = 0.438). | Lanqin Zheng |
| 25 | Toward scaffolding collaborative articulation and alignment of mental models  | Online Journal | 2016 | Scaffolding, collaborative articulation, mental models, case study | The results are used to show the potential value of scaffolding to trigger and support individual and collective learning processes in organizational problem solving | Ps*Sandra Webb, Dixie Massey* |
| 26 | THE EFFECT OF APPLICATION OF SCAFFOLDING LEARNING MODEL ON MATHEMATICS LEARNING RESULTS | Online Journal | 2016 |  Scaffolding Learning, Learning Outcomes, Mathematics | This study aims to determine whether there is an influence of scaffolding learning model application towards the learning outcomes of Mathematics in the first semester of eighth grade students of SMP Negeri 30 Bandar Lampung. | SMP156 |

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| **No.** | **Title of Literature** | **Data Bases** | **Year** | **Keywords** | **Abstract** | **Author** |
| 27 | Scaffolding and dialogic teaching in mathematics education | Online Journal | 2015 | Scaffolding, dialogic teaching,mathematics education | We argue that scaffolding has the potential to be a useful integrative concept within mathematics education, especially when taking advantage of the insights from the dialogic teaching literature. | Arthur Bakker1• Jantien Smit2• Rupert Wegerif |
| 28 | The interplay of micro-­‐And macro-­‐scaffolding:An empirical reconstructionFor the case of anIntervention on percentage | Online Journal | 2015 | scafolding, reconstruction,Intervention |  This article focuses on the trajectories towards percentages, and investigate how micro scaffolding depends on aligning students’ learning pathways to these intended learning trajectories (designed in macro scaffolding).  | SusannePrediger&BirtePöhler |
| 29 | The effects of scaffolding in the classroom: supportcontingency and student independent working timein relation to student achievement, task effortand appreciation of support | Online Journal | 2015 | Scaffolding \_ Contingency \_ Task effort \_ Small group-work \_ Secondaryeducation \_ Experimental study | Scaffolding, thus, is not unequivocally effective; its effectiveness depends, among other things, on the independent working time of the groups and students’ task effort. The present study is one of the first experimental study on scaffolding in an authentic classroom context, including factors thatappear to matter in such an authentic contex | 768 siswaJanneke van de Pol1,2• Monique Volman1• Frans Oort1•Jos Beishuizen3 |
| 30 | Formative scaffolding: How to enhance mathematical proficiency, prevent and reduce mathematics anxiety | Online Proceedings | 2015 |  Formative assessment, scaffolding, mathematics anxiety, proficiency. | Results indicated that formative scaffolding might reduce mathematics anxiety and enhance mathematical proficiency. Students empha­sise the opportunity for a second chance and that the learning process is visualised. |  *Annika Grothérus* |
| 31 | Scaffolding in e-learning course for gifted children | Online Proceedings | 2015 | Scaffolding, off-line communication, e-learning, specific instructions. | The authors of the paper study the form of possible teacher’s help to a pupil using soft scaffolding methods. The text presents examples of the use of scaffolding in the form of specific instruction in courses for talented pupils run within the frame of the Talnet [1] project.  | Cb se-learningAntonín Jančařík, Jarmila Novotná |
| 32 | Instructional Scaffoldingin STEM EducationStrategies and Efficacy Evidence | Book Online | 2017 | Computer-based scaffolding **·** Meta-analysis **·** Problem-centered ninstruction **·** Scaffolding **·** STEM education | I note the difference between one-to one, peer, and computer-based scaffolding, and articulate that in this book I synthesize research on computer-based scaffolding in STEM education. Finally, I outline the structure of the book. | CbsBelland |