

Farah Auliaulfattah. 2026. *Analisis Kesulitan Siswa Kelas IV Dalam Menyelesaikan Soal Cerita Topik Pecahan Senilai Ditinjau dari Teori Polya dan Scaffolding-nya*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Dr. Indah Setyo Wardhani, S, P.d., M, Pd.

ABSTRAK

Abstrak: Tujuan penelitian ini adalah untuk mendeskripsikan kesulitan siswa kelas IV SDN Krembangan Selatan 1 Surabaya dalam menyelesaikan soal cerita topik pecahan senilai ditinjau dari tahapan pemecahan masalah menurut Polya serta mendeskripsikan bentuk *scaffolding* yang diberikan berdasarkan teori Anghileri. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri atas tiga siswa kelas IV dengan kemampuan akademik tinggi, sedang, dan rendah. Instrumen penelitian yang digunakan berupa lembar tes dan pedoman wawancara. Data dikumpulkan melalui tes tertulis, wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji menggunakan triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa kesulitan siswa terjadi pada tahap memahami masalah dan merencanakan penyelesaian. Subjek dengan kemampuan akademik rendah mengalami kesulitan dalam mengidentifikasi informasi penting dan menentukan konsep matematika yang relevan. Sementara itu, subjek dengan kemampuan akademik sedang dan tinggi mengalami kesulitan dalam menentukan strategi penyelesaian berdasarkan konsep pecahan senilai. Bentuk *scaffolding* yang diberikan meliputi pembacaan soal secara terstruktur dan pertanyaan penuntun, penjelasan konsep secara terbimbing dan pemberian contoh soal, arahan untuk mengidentifikasi kata kunci yang terdapat dalam soal, arahan untuk memperbaiki langkah penyelesaian, serta arahan untuk memeriksa kembali jawaban, menuliskan kesimpulan, dan menjelaskan proses memperoleh jawaban. Pemberian *scaffolding* secara bertahap membantu siswa mengatasi kesulitan dalam pemecahan masalah.

Kata Kunci: Kesulitan Siswa, Soal Cerita Pecahan Senilai, Teori Pemecahan Masalah Polya, Teori *Scaffolding* Anghileri

Farah Auliaulfattah. 2026. Analysis of Fourth-Grade Students' Difficulties in Solving Word Problems on the Topic of Equivalent Fractions Reviewed from Polya's Theory and Its Scaffolding. Undergraduate Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo University Madura. Dr. Indah Setyo Wardhani, S.Pd., M.Pd.

ABSTRACT

Abstract: The purpose of this research is to describe the difficulties of fourth-grade students at Elementary School Krembangan Selatan 1 Surabaya in solving word problems on the topic of equivalent fractions, reviewed through Polya's problem-solving stages, and to describe the forms of scaffolding provided based on Anghileri's theory. This research uses a qualitative approach with a descriptive method. The research subjects consisted of three fourth-grade students with high, medium, and low academic abilities. The research instruments used were test sheets and interview guidelines. Data were collected through written tests, interviews, observation, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The validity of the data was tested using source triangulation and technique triangulation. The results showed that students' difficulties occurred in the stages of understanding the problem and devising a plan. Subjects with low academic ability experienced difficulties in identifying important information and determining relevant mathematical concepts. Meanwhile, subjects with medium and high academic ability experienced difficulties in determining solution strategies based on the concept of equivalent fractions. The forms of scaffolding provided included structured reading of the problem and guiding questions, guided concept explanation and provision of example problems, direction to identify keywords in the problem, direction to correct solution steps, as well as direction to re-check answers, write conclusions, and explain the process of obtaining the answer. The gradual provision of scaffolding helped students overcome difficulties in problem solving.

Keywords: *Student Difficulties, Equivalent Fraction Word Problems, Polya's Problem-Solving Theory, Anghileri's Scaffolding Theory*