

## CHAPTER V

### CONCLUSION

#### 5.1 Conclusion

Based on the results and discussions that have been described, the following conclusions are obtained:

1. Learning by giving scaffolding has a great effect on students' understanding of geometry concepts based on the overall effect size calculation which produces an average effect size of 0.994 where this number is included in the high category. The role of scaffolding in influencing students' understanding of geometric concepts can be described using three levels in scaffolding by Anghileri, namely level 1: environmental provisions, level 2: explaining, reviewing and restructuring, and level 3: developing conceptual thinking.
2. There is an increase in the students' understanding of geometry concepts that are taught through learning by giving scaffolding. This can be seen from the achievement of indicators in the experimental class in the literature which is generally better than the control class and also the increase based on the N-Gain value by using five steps in learning with scaffolding techniques by Applebee and Langer, namely intentionality, appropriateness, structure, collaboration, and internalization.
3. Some of the advantages of learning by providing scaffolding that have been analyzed are as follows:
  - a. Can encourage students to find the concepts independently.
  - b. A great motivational tool to increase students' confidence in learning geometry concepts.
  - c. Make students more engaged in the learning process.
  - d. Make students more creative to reason.
  - e. Potential to optimize a quality learning environment.

4. Some of the disadvantages of learning by providing scaffolding that have been analyzed are as follows:
  - a. Students need to adapt to the types of scaffolding used, especially technology-based ones.
  - b. If the teacher does not understand the scaffolding, students will experience difficulties and scaffolding also takes a relatively long time.

## 5.2 Advice

Based on the research results that have been obtained, the researcher proposes several suggestions that can build in improving mathematics learning, namely:

1. For researchers who will conduct research, it is better to include all the research results found so that if other researchers want to take data from the study, the research data is not biased.
2. Teachers need to apply scaffolding in learning mathematics because it is proven from several research results on learning with scaffolding that can improve students' ability to understand geometric concepts.
3. Learning with scaffolding can be used as one of the choices of learning methods in the classroom if you want to make students more active, creative and confident in developing math learning abilities.