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## The Skill in Designing Explorative Learning Tools Of Mathematics Pre-Service Teachers Through Explorative Learning Based On Metacognitive Scaffolding

Hepsi Nindiasari, IndiraAsih ViviYandari, Etika Khaerunnisa and Aan Subhan Pamungkas

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### Abstract

This study is back grounded by the fact that according to the result of TIMSS survey, Indonesian students'

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Hepsi Nindiasari, IndhiraAsih Wuyandari, Etika Khaerunnisa and Aan Subhan Pamungkas

Department of Mathematics E Loading author... Juitan AgengTirtayasa, Serang, Indonesia.

### Abstract

This study is back grounded by the fact that according to the result of TMSS survey, Indonesian students' achievement in mathematics is still low. This study aims to see mathematics pre-service teachers' skill in developing learning tools after given explorative learning based on scaffolding metacognitive. The method of study use experimental quasi which is given to one group or class. The population of this study are mathematics pre-service teachers in University of Sultan AgengTirtayasa, Banten Province. The subject of sample taken is one class which is given Initial treatment with explorative learning, then students performance in designing learning tools is assessed. Next, they are given explorative learning based on scaffolding metacognitive, and then their performance in designing learning tools is assessed. The instrument used is performance portfolio which is supported by a rubric to assess skill in designing explorative learning tools. The result shows that students in designing learning tools in the form of scenario based on Worksheet and in designing Worksheet after receiving explorative learning based on scaffolding metacognitive (very good category, mean score are 94.20 and 91.27) are better than before (explorative activity without scaffolding metacognitive) with very good category with the mean score are 85.27 and 86.11).

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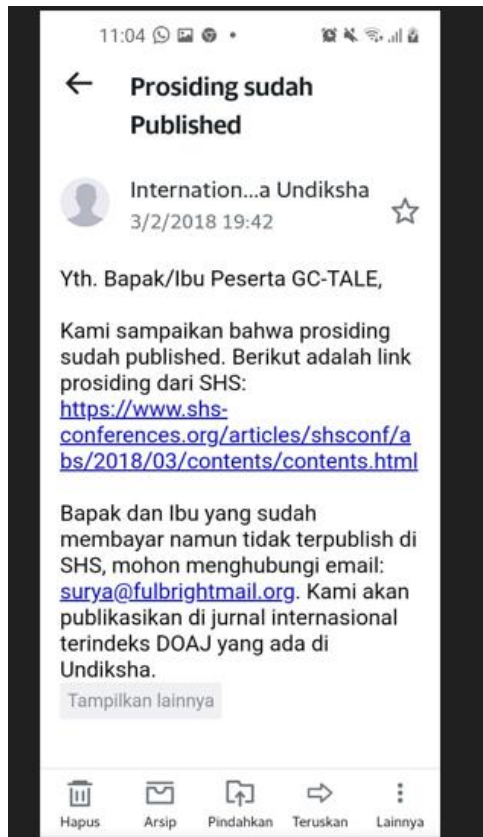
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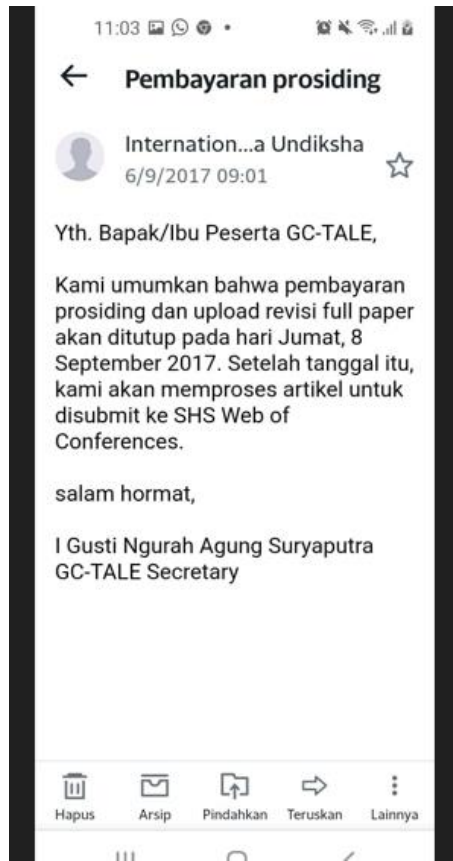
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