

Volume 11 Number 1, February 2026, 239-250

## **IMPROVING STUDENTS' CREATIVE THINKING ABILITIES AND ASSIGNMENT MANAGEMENT THROUGH MATHEMATICS SCAFFOLDING LEARNING STRATEGIES**

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### **ABSTRACT**

Mathematics learning plays a crucial role in developing higher-order thinking skills, particularly students' creative thinking. This study aims to improve students' creative thinking and task management capabilities through the implementation of scaffolding learning strategies. The research method used was a quasi-experimental nonequivalent control group design. The research sample consisted of 60 students divided into two classes: an experimental class treated with scaffolding learning and a control class using conventional learning methods. The research instruments were a creative thinking ability test and a student task management questionnaire, which had been tested for reliability and validity. Data were analyzed using descriptive and inferential analysis. Statistical tests used included a t-test to understand the differences in results between the experimental and control classes, and an N-Gain analysis to see the increase in students' abilities. The research findings showed that students' creative thinking and task management abilities in the experimental class experienced a higher increase than in the control class. The N-Gain value of the experimental class was classified as medium to high, while the control class was classified as low to medium. Based on the research results, it can be concluded that the scaffolding learning strategy has a positive and significant effect on increasing students' creative thinking and task management abilities in mathematics learning.

**Keywords:** Creative Thinking, Task Management, Scaffolding, Mathematics Learning.

**How to Cite:** Tambunan, M., Hasibuan, L. R., & Siregar, S. U. (2026). Improving Students' Creative Thinking Abilities and Assignment Management Through Mathematics Scaffolding Learning Strategies. *Mathline: Jurnal Matematika dan Pendidikan Matematika*, 11(1), 239-250. <http://doi.org/10.31943/mathline.v11i1.1099>

### **PRELIMINARY**

Mathematics learning plays a crucial role in developing higher-order thinking skills, particularly students' creative thinking (Jatisunda et al., 2020; Muharrima & Manoy, 2021). Creative thinking skills enable students to discover various alternative solutions to problems, develop new ideas, and relate mathematical concepts to real-world situations. Various studies have shown that developing mathematical creative thinking remains a major challenge in learning because students tend to focus on a single solution procedure taught by the teacher (Sunaryo & Fatimah, 2019).

However, in school learning practices, mathematics is often viewed as a difficult, abstract subject, and oriented toward memorizing formulas. Teacher-centered learning, with its emphasis on a single correct answer, results in students being given less opportunity to explore ideas and problem-solving strategies independently (Trisnawati & Mahmudi, 2024). As a result, students' creative thinking potential has not developed optimally.

In addition to creative thinking skills, task management is also a crucial aspect of student learning success. Task management relates to students' ability to plan, manage time, monitor the completion of assignments, and take responsibility for assigned academic work. This ability is closely related to self-regulated learning, which is essential in mathematics learning (Letchumanan et al., 2019).

In reality, many students still experience difficulties in managing math assignments, such as procrastinating, not understanding the steps to solve them, and being unable to complete assignments independently. This indicates students' low self-regulation skills in learning mathematics, especially when faced with problems that require conceptual understanding and high-level reasoning (Kholid & Naufan, 2025; Ulya et al., 2023).

The problem of students' low creative thinking and task management skills is inseparable from the learning models used by teachers. Conventional mathematics learning with minimal structured guidance can easily lead to students feeling confused, lacking confidence, and becoming dependent on teachers or peers to complete assignments (Rahmatin & Dahlan, 2025).

One learning strategy considered effective in addressing these issues is scaffolding-based learning (Ernawati et al., 2023). Scaffolding is learning assistance provided by teachers in stages according to student needs and gradually reduced as students begin to learn independently (Nurhanifah, 2022; Wahyudi et al., 2018). This strategy positions the teacher as a facilitator, helping students understand concepts, develop problem-solving steps, and develop systematic thinking (Suryaman & Chaerul, 2020).

The application of scaffolding in mathematics learning provides opportunities for students to develop creative thinking skills through provocative questions, contextual examples, guided discussions, and appropriate feedback (Wijayanti, 2023). Research shows that scaffolding can increase the flexibility, fluency, and originality of students' mathematical creative thinking (Damayanti et al., 2025).

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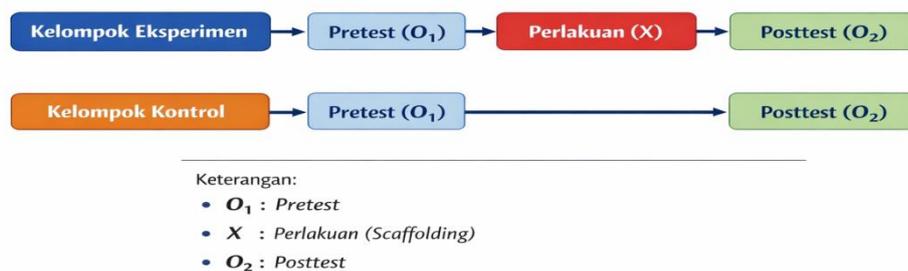
Furthermore, scaffolding strategies also play a crucial role in improving students' task management (Widya et al., 2023). Through step-by-step guidance, students learn to plan assignment completion, manage time, and understand the sequential stages of work (Wahyudi et al., 2018). When teacher assistance is gradually reduced, students are encouraged to take responsibility for their assignments and develop independent learning (Ni Ketut Erawatia, 2023).

Based on this description, learning efforts are needed that can simultaneously improve students' creative thinking and task management skills. Therefore, this research focuses on the application of scaffolding-based learning strategies in mathematics as an alternative solution to address the problem of low student creativity and task management, thereby improving the quality of the mathematics learning process and outcomes.

## METHODS

This study employed a quantitative approach with a quasi-experimental method using a Nonequivalent Control Group Pretest–Posttest design (Abraham & Supriyati, 2022; Munawar et al., 2020).

### Desain Pretest–Posttest Kelompok Kontrol Non-Ekuivalen



**Figure 1. Diagram A Quasi-Experimental Method Using A Nonequivalent Control Group Pretest–Posttest Design**

This method was chosen because the conditions of the research subjects allowed for full class randomization. The study aimed to improve students' creative thinking and task management skills through the application of scaffolding learning strategies in mathematics. The experimental class was given scaffolding learning, while the control class used conventional learning. Student abilities were measured using pretests and posttests to observe changes in abilities after the treatment.

The study was conducted in the even semester of the 2025/2026 academic year at MTs.S Irsyadul Islamiyah, North Labuhanbatu Regency, with eighth-grade students as subjects. Data were collected through a creative thinking ability test and a student task management questionnaire, which were then analyzed using descriptive and inferential statistics. Student ability improvements were analyzed using N-Gain, while hypothesis testing was conducted using t-tests or Mann–Whitney U tests based on the prerequisite test results. The results of the analysis are expected to provide an overview of the effectiveness of scaffolding strategies in improving students' creative thinking and task management skills in mathematics learning.

## RESULT AND DISCUSSION

### Result

The research method used was a questionnaire. Data collection was used to understand the creative thinking abilities and students in mathematics. The first stage in data collection was through the provision of a series of teaching using the Mathematics Scaffolding learning strategy to grade VIII students of MTs. Swasta Irsyadul Islamiyah. After being given through learning using the strategy, students were given a questionnaire regarding the improvement of creative thinking abilities and student task management to be filled in according to the options chosen by each student according to their opinion after learning using the Mathematics Scaffolding learning strategy.

**Table 1. Results of the Assessment of Creative Thinking Skills and Task Management Skills of Control and Eksperiment Class Students**

Measurement	Treatment	N	Min	Max	Mean	SD
Ability Score Pretest	Control	30	11	39	24.30	9.73
Ability Score Posttest		30	11	39	24.40	9.70
Ability Score Pretest	Eksperiment	30	11	39	24.73	9.52
Ability Score Posttest		30	17	40	29.97	8.39

The results of the univariate analysis in the control class showed that the posttest score of students' abilities had a minimum score of 11 and a maximum score of 39. The first measurement obtained an average value of 24.30 with a standard deviation of 9.73, while in the posttest measurement the average was 24.40 with a standard deviation of 9.70. In the experimental class, the results of the univariate analysis showed that the pretest score of students' abilities had a minimum score of 11 and a maximum score of 39 in the initial measurement, with a mean of 24.73 and a standard deviation of 9.52. Meanwhile, in

the posttest measurement, the students' ability scores were in the range of a minimum of 17 and a maximum of 40, with an average of 29.97 and a standard deviation of 8.39.

**Table 3. Results of the Kolmogorov Smirnov Normality Test**

Measurement	Statistic	Df	sig	description
Pretest Control	0.137	30	0.155	Normal
Posttest Control	0.142	30	0.128	Normal
Experiment Pretest	0.146	30	0.100	Normal
Experiment Posttest	0.159	30	0.051	Normal

The findings of the normality test using the Kolmogorov–Smirnov test prove that all student ability score data are normally distributed. In the control class, the pretest score has a significance value of 0.155 and the posttest score is 0.128, both of which are greater than the 0.05 significance level. Similarly, in the experimental class, the pretest score shows a significance score of 0.100 and the posttest score of 0.051. Significance values exceeding 0.05 prove that the student ability score data, both in the control and experimental classes, meet the assumption of normality, thus the data is suitable for analysis using parametric statistical techniques.

**Table 4. Results of Homogeneity Test**

Score	Levene Statistic	Sig.
Posttest Control * Posttest Experiment	0.068	0.795

Based on the results of the Levene Test, the Levene Statistic score was 0.068 with a significance score of 0.795. This significance value exceeds the 0.05 limit, thus concluding that the variance between the posttest scores of the control and experimental classes is homogeneous. By fulfilling this assumption of homogeneity of variance, both data groups are declared to have an equal level of diversity and meet the important prerequisites for parametric statistical analysis.

**Table 5. Results of the Paired Sample t-Test for the Control Class**

Measurement	N	mean	sig	Results
Pretest Score	30	24.30	0.830	No Significant Difference
Posttest Score	30	24.40		

The results of the Paired Sample T-Test analysis of the control class showed that the average pretest ability score was 24.30, while the average posttest score was 24.40. Based on the results of statistical testing, a significance score of 0.830 was obtained, which exceeded the 0.05 limit. These results prove that there is no significant difference between the pretest and posttest scores in the control class. Therefore, the conclusion is that the

learning process that took place in the control class did not provide significant changes in students' creative thinking capabilities and task management.

**Table 6. Results of the Paired Sample T Test for the Experimental Class**

Measurement	N	mean	Sig.	Results
Pretest Score	30	24.73	0.000	Significantly Different
Posttest Score	30	29.97		

In contrast to the control class, the results of the Paired Sample T-Test in the experimental class demonstrated significant changes after the intervention in the form of the implementation of the mathematics scaffolding learning strategy. The average pretest score for the experimental class was 24.73, while the average posttest score increased to 29.97. The significance value obtained was 0.000, which means less than 0.05. These results demonstrate a significant difference between the pretest and posttest scores in the experimental class. These findings indicate that the intervention through the mathematics scaffolding learning strategy successfully had a significant positive impact on increasing students' creative thinking capabilities and task management.

**Table 7. Results of the Independent Sample T Test Posttest Between Control and Experimental Classes**

Posttest Score	N	Mean	sig	Results
Control Class	30	24.40	0.004	Significantly Different
Experimental Class	30	29.97		

The results of the Independent Sample T-Test analysis were carried out to compare the posttest scores of the control class and the experimental class. Based on the test results, the average posttest score in the control class was 24.40, while the experimental class was 29.97. These different average values proved descriptively that the experimental class had a higher score achievement than the control class. The results of the statistical test showed a significance score of 0.004 which is less than the 0.05 limit, so the conclusion is that there is a significant difference between the posttest scores of the control class and the experimental class.

These findings indicate that the different learning interventions implemented in the two classes resulted in different impacts on student achievement. Higher posttest scores in the experimental class indicate that students in that class had better creative thinking and task management skills than students in the control class. Therefore, statistically, the conclusion is that there was a significant difference in results between the two groups, indicating that the teaching approach applied in the experimental class contributed more

positively to student achievement than the teaching in the control class. N-Gain (Normalized Gain) is used to see the increase in learning outcomes from pretest to posttest.

**Table 8. N Gain of Control and Experimental Classes**

Kelas	N Gain	category
control	1.30%	low
Eksperimen	51.50%	medium

Note : The N-Gain category is used to group the level of improvement in student learning outcomes, where a g value  $\geq 0.70$  indicates high improvement, a g value  $0.30 \leq g < 0.70$  indicates moderate improvement, and a g value  $< 0.30$  indicates low improvement.

Based on the N-Gain calculation results, an overview of the effectiveness of student ability improvement in each class was obtained. In the control class, the N-Gain value obtained was 1.30%, which is classified as low. This value proves that the increase in student abilities after participating in learning in the control class (conventional learning) almost did not experience significant changes. The low N-Gain value indicates that the conventional learning process in the control class was less able to encourage an increase in creative thinking capabilities and optimal student task management.

In contrast to the control class, the N-Gain calculation findings in the experimental class showed a value of 51.50%, which is classified as moderate. This value indicates that the increase in student capabilities in the experimental class occurred quite significantly and was more effective than the control class. The significant difference in N-Gain values between the two classes indicates that the teaching strategies applied in the experimental class made a significant contribution to improving student capabilities. Thus, the conclusion is that teaching in the experimental class has a better level of effectiveness in developing students' creative thinking capabilities and task management compared to learning in the control class.

## Discussion

The purpose of this study was to understand the effect of implementing a mathematics scaffolding learning strategy on the creative thinking skills and task management of eighth-grade students at MTs Swasta Irsyadul Islamiyah. Data were obtained through questionnaires and tests administered before (pretest) and after (posttest) the treatment in the control and experimental classes. Table 1 shows an overview of students' initial creative thinking skills (pretest). Univariate analysis findings show that the average pretest score for the control class was 24.30, while the experimental class was 24.73. These relatively similar scores demonstrate that the initial capabilities of students in

the two classes are at a comparable level. This is reinforced by nearly identical minimum and maximum scores, as well as a standard deviation that is not significantly different, so it is commonly said that the initial conditions of the two groups were relatively equivalent before being given the treatment. This equality of initial abilities is important because it forms the basis for different results in the posttest later due to the teaching treatment, not due to different initial abilities of the students.

Changes in students' creative thinking capabilities in the Control Class, the posttest results proved an average score of 24.40, which only increased by 0.10 points from the pretest score. The Paired Sample T-Test produced a significance value of  $0.830 > 0.05$ , meaning there was no significant difference between the pretest and posttest results. The results indicate that conventional learning applied in the control class did not have a significant impact on improving students' creative thinking capabilities and task management. This is also supported by the N-Gain results of the control class, which was 1.30%, which is classified as very low. Thus, conventional learning has not been able to support students to explore their creative thinking abilities optimally.

Changes in Students' Creative Thinking Capabilities in the Experimental Class In contrast to the control class, the experimental class showed a significant increase. The average pretest score of 24.73 increased to 29.97 in the posttest. The Paired Sample T-Test showed a significance value of  $0.000 < 0.05$ , indicating a significant difference between the pretest and posttest scores. This increase indicates that the mathematics scaffolding learning strategy is effective in helping students develop creative thinking skills and manage tasks better. Through providing gradual and structured assistance, students become better able to understand concepts, solve problems, and develop creative ideas in mathematics learning. These findings are supported by (Jeheman et al., 2019) who stated that the use of scaffolding learning strategies has a significant impact on increasing students' understanding of mathematical concepts. With the application of gradual and structured assistance, students who initially had difficulty understanding abstract concepts were able to learn with more focus and direction.

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Responden	PE1	PE2	PE3	PE4	PE5	PE6	PE7	PE8	PE9	PE10	Pretest Eks
1	2	2	3	1	3	1	2	3	2	1	20
2	3	4	4	4	3	4	4	4	4	3	37
3	1	2	2	2	2	1	1	2	1	1	15
4	1	1	1	3	1	1	1	2	2	2	15
5	4	3	4	4	2	3	4	4	4	4	36
6	1	2	2	2	3	3	1	3	2	1	20
7	4	4	4	3	3	4	4	3	4	4	37
8	2	3	1	3	3	2	3	1	2	2	22
9	4	3	3	3	3	4	3	3	2	4	32
10	1	1	1	1	2	1	1	1	1	4	14
11	1	1	1	1	1	1	1	1	2	1	11
12	3	3	3	1	2	1	3	1	1	2	20
13	1	2	1	1	1	1	1	1	1	2	12
14	4	4	4	4	4	3	4	4	4	4	39
15	1	1	3	1	2	2	3	3	3	3	22
16	3	2	3	3	3	3	3	2	3	3	28
17	2	1	2	2	2	1	2	2	2	2	18
18	3	3	3	3	3	3	3	3	3	3	30
19	4	4	3	4	4	4	4	3	4	4	38
20	2	2	2	2	2	2	2	2	2	2	20
21	1	2	2	1	1	1	1	1	1	1	12
22	3	3	3	3	3	3	3	3	3	3	30
23	2	3	2	2	3	3	2	3	3	3	26
24	4	4	4	3	4	4	4	4	4	4	39
25	4	3	4	4	4	4	3	4	4	4	38
26	1	2	1	1	1	1	1	1	1	1	11
27	3	4	3	3	3	4	3	2	4	3	32
28	2	1	1	2	2	2	2	1	1	2	16
29	2	2	1	3	2	3	1	2	3	3	22
30	2	4	4	4	2	2	2	4	2	4	30

Responden	POE1	POE2	POE3	POE4	POE5	POE6	POE7	POE8	POE9	POE10	Posttest Eks
1	1	2	3	3	4	3	3	3	4	2	28
2	4	4	4	4	4	4	4	4	4	4	40
3	1	2	2	2	2	1	4	1	2	2	19
4	1	3	2	1	2	2	2	2	2	2	19
5	4	4	4	4	4	4	4	4	4	4	40
6	2	4	1	2	1	3	2	2	3	3	23
7	4	4	4	4	4	4	4	4	4	3	39
8	4	3	3	1	3	4	4	3	2	2	29
9	4	4	4	4	4	4	4	4	4	4	40
10	2	2	1	3	1	3	2	1	3	1	19
11	1	3	3	1	1	1	4	1	1	1	17
12	3	4	4	4	2	2	3	1	1	2	26
13	1	3	2	2	2	3	2	2	2	2	21
14	4	4	4	4	4	4	4	4	4	4	40
15	3	4	4	2	2	3	3	2	4	4	31
16	4	2	4	3	4	3	4	4	3	4	35
17	3	1	3	1	4	4	3	2	1	4	26
18	4	4	4	3	2	4	4	3	4	4	36
19	4	4	4	4	4	4	4	4	4	4	40
20	2	3	2	2	3	1	3	4	3	3	26
21	3	2	3	1	4	3	1	2	1	2	22
22	4	4	4	4	2	4	1	4	4	4	35
23	2	2	3	3	3	3	4	3	4	4	31
24	4	4	4	4	4	4	4	4	4	4	40
25	4	4	4	4	4	4	4	4	4	4	40
26	1	2	4	1	1	1	1	2	2	3	18
27	4	4	4	3	2	4	4	4	4	4	37
28	3	2	2	2	2	1	2	2	2	2	20
29	2	2	2	1	3	2	3	3	2	4	24
30	4	4	4	4	3	4	4	4	4	3	38

Figure 2. The Experimental Class's Answer Results

This is also supported by the N-Gain score of the experimental class of 51.50%, which is in the medium classification, proving that learning with scaffolding provides a fairly effective increase in abilities compared to conventional learning. Comparison of Posttest Results of the Control and Experimental Classes The findings of the Independent Sample t-Test on the posttest scores prove a significance score of  $0.004 < 0.05$ , meaning there is a significant difference between the control and experimental classes. The average posttest score of the experimental class (29.97) is higher than the control class (24.40). This difference confirms that different learning treatments produce different ability achievements. The mathematics scaffolding learning strategy has been proven to be effective in increasing students' creative thinking capabilities and task management compared to conventional teaching.

## CONCLUSION

The study showed that conventional learning in the control class did not provide significant improvement in abilities, indicated by a small difference between the pretest and posttest and a very low N-Gain value. In contrast, the implementation of the scaffolding strategy in the experimental class was able to significantly improve students' creative thinking and task management abilities, as seen from the difference in pretest and posttest scores and the medium N-Gain value, so it can be concluded that the mathematics scaffolding strategy is more effective than conventional learning.

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