ABSTRAK

Fitria Pujawati, "*Mobile learning* dalam Pendidikan Matematika: Tren, Klaster Tematik, Pendekatan Pedagogis, dan Permasalahan"

Penelitian *mobile learning* dalam pendidikan matematika terus berkembang, namun bukti empiris mengenai praktik implementasinya di kelas masih terbatas. Penelitian ini bertujuan untuk memetakan perkembangan, struktur keilmuan, pendekatan pedagogis, dan permasalahan implementasi *mobile learning* dalam pendidikan matematika secara komprehensif. Kerangka berpikir penelitian dibangun di atas integrasi analisis bibliometrik dan *Thematic Analysis* sebagai pendekatan yang saling melengkapi dalam memahami lanskap penelitian secara kuantitatif dan kualitatif. Penelitian menggunakan metode *Systematic Literature Review* terhadap 50 artikel berkualitas yang dipilih dari 375 artikel pada basis data Scopus periode 2017–2026. Hasil penelitian menunjukkan bahwa *mobile learning* berkembang melalui empat klaster tematik utama, didominasi oleh pendekatan konstruktivistik, dan menghadapi hambatan sistemik berlapis yang berpusat pada kesiapan institusional, pedagogis, dan individual. Keberhasilan implementasi ditentukan oleh keselarasan antara teknologi, desain pembelajaran, kapasitas guru, dan ekosistem pendidikan.

Kata Kunci: *Mobile learning*, Tren, Klaster Tematik, Pendekatan Pedagogis, Permasalahan

ABSTRACT

Fitria Pujawati, *"Mobile learning in Mathematics Education: Trends, Thematic Clusters, Pedagogical Approaches, and Issues"*

Research on mobile learning in mathematics education continues to grow, yet empirical evidence on its actual classroom implementation remains limited. This study aims to comprehensively map the development, knowledge structure, pedagogical approaches, and implementation challenges of mobile learning in mathematics education. The conceptual framework integrates bibliometric analysis and Thematic Analysis as complementary approaches for understanding the research landscape both quantitatively and qualitatively. The study employed a Systematic Literature Review of 50 quality articles selected from 375 articles in the Scopus database covering the period 2017–2026. The findings reveal that mobile learning develops across four main thematic clusters, is dominated by constructivist pedagogical approaches, and faces multi-layered systemic barriers centered on institutional, pedagogical, and individual readiness. Successful implementation is determined by the alignment among technology, instructional design, teacher capacity, and the broader educational ecosystem.

***Keywords*:** *Mobile learning, Trend, Thematic Cluster, Pedagogical Approaches, Issue*