MATHEMATICS LEARNING IN INCLUSION EDUCATION IN SDLB PRI CITY OF PEKALONGAN

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ABSTRAK

Pelaksanaan pembelajaran Matematika masih menemui beberapa kendala. Kendala tersebut diantaranya minimnya sarana prasarana dan latar belakang guru bukan dari Pendidikan Matematika serta peserta didik kurang menyukai materi matematika. Penelitian ini bertujuan untuk mengetahui pelaksanaan pembelajaran Matematika di SDLB PRI Kota Pekalongan yang dilihat dari faktor tujuan pembelajaran, materi pembelajaran, kompetensi guru, sarana prasarana dan evaluasi pembelajaran. Penelitian ini merupakan penelitian deskriptif kuantitatif. Metode yang digunakan adalah survei menggunakan pengisian angket. Populasi dalam penelitian ini adalah seluruh Guru wali kelas SDLB PRI di Kota Pekalongan yang berjumlah 11 orang. Variabel dalam penelitian ini adalah pelaksanaan pembelajaran Matematika di SDLB PRI Kota Pekalongan. Instrumen yang digunakan berupa kuesioner dengan 27 butir pertanyaan. Teknik analisis data menggunakan deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran Matematika di SDLB PRI Kota Pekalongan Tahun Ajaran 2020/2021 pada indikator tujuan pembelajaran kategori sesuai dengan presentase 88,64%, sedangkan kategori tidak sesuai dengan presentase 11,36%. pada indikator materi pembelajaran kategori sesuai dengan presentase 70,90%, sedangkan kategori tidak sesuai dengan presentase 29,10%. pada indikator kompetensi guru kategori sesuai dengan presentase 98,48%, sedangkan kategori tidak sesuai dengan presentase 1,52%. pada indikator sarana dan prasarana pembelajaran kategori sesuai dengan presentase 89,09%, sedangkan kategori tidak sesuai dengan presentase 10,91%. pada indikator evaluasi pembelajaran kategori sesuai dengan presentase 85,71%, sedangkan kategori tidak sesuai dengan presentase 14,29%.Dengan demikian dapat disimpulkan bahwa Pelaksanaan Pembelajaran Matematika Dalam Pendidikan Inklusi di SDLB PRI Kota Pekalongan Tahun Ajaran 2020/2021 dalam kategori sesuai, dengan presentase 86,56% dan untuk kategori yang tidak sesuai dengan presentase 13,44%.

Kata kunci : Inklusi, Pembelajaran Matematika, SDLB

ABSTRACT

The implementation of mathematics learning still encounters several obstacles. These obstacles include the lack of infrastructure and the

background of teachers not from Mathematics Education and students do not like math material. This study aims to determine the implementation of Mathematics learning in SDLB PRI Pekalongan City which is seen from the factors of learning objectives, learning materials, teacher competence, infrastructure and learning evaluation. This research is quantitative descriptive. The method used is a survey using questionnaires. The population in this study were all homeroom teachers of SDLB PRI in Pekalongan City, totaling 11 people. The variable in this research is the implementation of Mathematics learning in SDLB PRI Pekalongan City. The instrument used is a questionnaire with 27 questions. The data analysis technique used descriptive quantitative. The results showed that the implementation of Mathematics learning at SDLB PRI Pekalongan City for the 2020/2021 academic year on the learning objective indicators category corresponded to a percentage of 88.64%, while the category did not match the percentage of 11.36%. The category learning material indicators corresponded to a percentage of 70 ,90%, while the category does not match the percentage of 29.10%. on the teacher competency indicator the category corresponds to the percentage of 98.48%, while the category does not match the percentage of 1.52%. on the indicators of learning facilities and infrastructure the category corresponds to the percentage of 89 .09%, while the category does not match the percentage of 10.91%. In the learning evaluation indicators the category corresponds to the percentage of 85.71%, while the category does not match the percentage of 14.29%. Thus it can be concluded that the Implementation of Mathematics Learning in Inclusive Education at SDLB PRI Pekalongan City Academic Year 2020/2021 in the appropriate category, with a percentage of 86.5 6% and for categories that are not in accordance with the percentage of 13.44%.
***Keywords**: Inclusion, Mathematics Learning, SDLB*

INTRODUCTION

Inclusive education is an educational model that includes children with special needs to study together with their peers in public schools, and in the end they become part of the school community, so as to create a conducive learning atmosphere (Directorate of PLB, 2002). The implementation of inclusive education is based on a Ministerial Regulation.

National Education of the Republic of Indonesia No. 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents. Article 1 of the Minister of National Education explains that inclusive education is an education

system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general.

Inclusive education is an ideology or desire to be achieved as the ideals of education in general, inclusive education must be a goal in an effort to improve the quality of education as a whole. Therefore, inclusive education is not defined as a form of education or an educational approach that only includes children with special needs in regular schools. Inclusive education aims to provide opportunities for children with special needs and to realize the implementation of education that respects diversity, is not discriminatory to all students who have physical, mental, emotional, and social disabilities or have special talents and intelligence potentials to obtain quality education in accordance with abilities and needs. The essence of inclusive education is a system of providing educational services in diversity, and its philosophy is to respect the differences of all children. (Amalia Asih Khaerani 2018:3)

Inclusive education aims to provide proper education as a form of fulfillment of Human Rights (HAM) for students with various types of disabilities. (Endis Firdaus 2010)

Research conducted by Sharifi and Kakojoiburi (2012) found that there was no difference between math skills in normal children and deaf children, but in learning using audio-visual, students with normal hearing had better achievements, for this reason the study provides suggestions that teachers should provide learning with deductive methods, by building an understanding of the mathematical domain and forming cognitive structures in students' thinking.

In learning mathematics activities for each individual, it can not always take place naturally. Especially for children with special needs (ABK). Sometimes it's fluent, sometimes it's not, sometimes it's quick to catch what you're learning, and sometimes it's very difficult. This is due to differences in abilities, intelligence, talents, interests, backgrounds and the physical and social environment of each student.

So that the results obtained are the learning progress of students at different levels. Every individual is not the same. Individual differences cause differences in behavior among students. When an evaluation is held, it will be seen that there are a number of students who have not succeeded in achieving mastery of the material as expected. This is because students are not able to learn as ideally as there are threats, obstacles and distractions. The inability of students to learn properly is known as learning difficulties

Children with special needs are children (Syaiful Bahri Djamarah 2008:235) who have significant deviations or abnormalities physically, mentally-intellectually, socially, and emotionally in the process of growth and or development compared to other children of their age so that they require special education services. (Hermanto, 2008:9)

In learning mathematics involves several components which include teachers, students, curriculum, teaching materials, learning media, and others who are incorporated in a system.

These components are interrelated in determining the success of learning mathematics. There is no exception for learning mathematics for children with special needs (ABK) in inclusive classes.

Mathematics learning systems in schools should provide opportunities and services for students to progress and develop optimally at their own pace, namely according to their abilities, intelligence, talents and interests. In learning mathematics activities for each individual, it can not always take place naturally. Especially for children with special needs (ABK). Sometimes it's fluent, sometimes it's not, sometimes it's quick to catch what you're learning, and sometimes it's very difficult. This is due to differences in abilities, intelligence, talents, interests, backgrounds and the physical and social environment of each student. So that the results obtained are the learning progress of students at different levels. Every individual is not the same. Individual differences cause differences in behavior among students. When an evaluation is held, it will be seen that there are a number of students who

have not succeeded in achieving mastery of the material as expected. This is because students are not able to learn as ideally as there are threats, obstacles and distractions. The inability of students to learn properly is known as learning difficulties.

To find out the development of Mathematics in inclusive education, we conducted a study at SDLB PRI Pekalongan City. The purpose of this study was to determine the ability of SDLB teachers about mathematics taught in this inclusive education. Based on the results of observations made by us IAIN Pekalongan students at SDLB PRI Pekalongan City through filling out a questionnaire by the homeroom teacher at the school, it resulted that the Mathematics Implementation at SDLB Pekalongan City for the 2020/2021 Academic Year was in the good category, around 36.35% but still found some obstacles including the children's lack of interest in the exact field. This is due to the lack of facilities and infrastructure in learning mathematics so that children are less interested in learning mathematics. Learning media for children with special needs is certainly different from normal children in general. The difference between the education of children with special needs and normal children can be seen from the learning objectives achieved, modification of the material taught, infrastructure, and evaluation of learning.

Based on the description above, the researchers are interested in conducting a research entitled "Mathematics Learning in Inclusive Education in SDLB PRI Pekalongan".

Based on the background of the problem, the formulation of the problem in this research is to find out how far the achievement of learning mathematics in inclusive education in SDLB PRI Pekalongan City is.

The method in this study uses a combination research, which combines quantitative descriptive with qualitative descriptive.

Creswell, J. W defines qualitative research as research that is used to examine human and social problems. Where the researcher will report the results of the study based on the data view report and analysis of the data obtained in the field, then described in the research report in detail. So it can be said that

qualitative research seeks data through interviews with informants.

Arikunto (2006: 12) suggests that quantitative research is a research approach that uses a lot of numbers, starting from collecting data, interpreting the data obtained, and presenting the results.

From the understanding of the two methods, it can be concluded that the combined method is a method that combines quantitative methods and qualitative methods in research.

The data in this study used a survey method through questionnaires and interviews, while the data collection techniques were as follows:

1. Researchers are looking for SLB data throughout Pekalongan City
2. The researcher delivered a questionnaire to all guardian teachers in Pekalongan City PRI SDLB class to be filled.
3. Next, the researcher collected the questionnaires and transcribed the results of filling out the questionnaire
4. Researchers carry out the process of data management and data analysis.

After all the data has been collected, the next step is to analyze the data so that a conclusion can be drawn. The data analysis technique in this study used descriptive quantitative and qualitative descriptive data analysis techniques. The calculation of descriptive statistics uses descriptive statistics of percentages, the formula used to find percentages is as follows:

P= x 100%

Information:

P: Percentage Number

F: Frequency being searched for percentage

N: Number of respondents

To clarify the process of the analysis process, the categorization is carried out. The category consists of two criteria, which are appropriate and not appropriate. The basis for determining the ability is to maintain a level of consistency in research.

Research with the same theme has also been conducted by Ariestha Widyastuty Bustan and Rauman Mahmud (2019:6), Irawan and Febriyanti (2018:99), Rahmawati, Sujadi, and Subanti (2018:1), and Hadi (2014:1). The conclusion in the research conducted by Ariestha Widyastuty Bustan and Rauman MahmudStudents with special needs

get bored quickly following the mathematics learning process, therefore the subject makes groups, so that students with special needs can interact with normal students. low and moderate students can participate in the learning process in inclusive classes and for mathematics learning given in class, the level of difficulty for mathematics material is lower than the difficulty level of mathematics material given to non-ABK students. Rahmawati, Sujadi and Subanti said that in preparing for the mathematics learning process the subject teachers and GPK discussed beforehand to prepare the material to be studied by ABK students, especially mentally retarded children.

DISCUSSION

The results of this research need to be described from each of the factors and research subjects studied. The learning implementation factors are the objectives of mathematics education, mathematics education materials, teacher competence, mathematics education infrastructure, and evaluation of mathematics education. The following will be described in its entirety or based on each of the underlying factors.

Analysis of mathematics learning based on learning objectives

Based on the results of the study stated that 88.64% was in accordance with the objectives of mathematics education. And those that are not in accordance with mathematics education are 11.36%.

Tabel 1.Data on Achievement of Learning Objectives

Category	frequency	Result
Accordance	39	88,64%
Not Accordance	5	11,36%

Table 1 shows the implementation of mathematics education based on learning objectives. The answers from 11 respondents for the indicators of mathematics learning objectives which have 4 question points from the overall results there are 39 scores or 88.63% which are appropriate and 5 scores or 11.36% for answers that are not in accordance with the objectives of learning mathematics. So the implementation of mathematics education in SDLB PRI Pekalongan City based on the objective of

mathematics education is included in the appropriate category.

Analysis of mathematics learning based on mathematics learning material factors

Based on the results of the study stated that 70.90% was in accordance with the mathematics learning material. And those that are not in accordance with mathematics education are 29.10%.

Tabel 2. Data on Achievement of Mathematics Learning Material Factors

Category	frequency	Result
Accordance	39	70,90%
Not Accordance	16	29,10%

Table 2 shows the implementation of mathematics education based on the factors of mathematics learning material. The answers from 11 respondents for the indicators of mathematics learning objectives which have 5 question points from the overall results there are 39 scores or 70.90% that are appropriate and 16 scores or 29.10% for answers that are not in accordance with the mathematics learning material. So the implementation of mathematics education in SDLB PRI Pekalongan City based on the factors of mathematics learning materials included in the appropriate category.

Analysis of mathematics learning based on teacher competency factors

Based on the results of the study, it was stated that 98.48% was in accordance with the objectives of mathematics education. And those that are not in accordance with mathematics education are 11.36%.

Tabel 3. Teacher Competency Factor Achievement Data

Category	Frequency	Result
Accordance	65	98,48%
Not Accordance	1	1,52%

Table 3 shows the implementation of mathematics education based on teacher competency factors. The answers from 11 respondents for teacher competency indicators which have 6 question points from the overall results there are 65 scores or 98.48%

which are appropriate and 1 score or 1.52% for answers that are not in accordance with teacher competence. So the implementation of mathematics education in SDLB PRI Pekalongan City based on teacher competency factors is included in the appropriate category.

Analysis of mathematics learning based on the factors of mathematics learning facilities and infrastructure.

Based on the results of the study stated that 89.09% was in accordance with the facilities and infrastructure for learning mathematics. And those that are not in accordance with the facilities and infrastructure for learning mathematics are 10.91%.

Tabel 4. Data on Achievement of Learning Facilities and Infrastructure Factors

Category	Frequency	Result
Accordance	49	89,09%
Not Accordance	6	10,91%

Table 4 shows the implementation of mathematics education based on the factors of facilities and infrastructure for learning mathematics. The answers from 11 respondents for the indicators of mathematics learning facilities and infrastructure which have 5 question points from the overall results there are 49 scores or 89.09% which are appropriate and 6 scores or 10.91% for answers that are not in accordance with mathematics learning facilities and infrastructure. So the implementation of mathematics education at SDLB PRI Pekalongan City based on the factors of facilities and infrastructure for learning mathematics is included in the appropriate category.

Analysis of mathematics learning based on evaluation factors of mathematics learning

Based on the results of the study stated that 85.71% was in accordance with the evaluation of mathematics learning. And those who are not in accordance with the evaluation of mathematics learning are 14.29%.

Tabel 5. Data on Achievement of Learning Evaluation Factors

Category	Frequency	Result
Accordance	66	85,71%
Not Accordance	11	14,29%

Table 5 shows the implementation of mathematics education based on the evaluation factors of mathematics learning. The answers from 11 respondents for the evaluation indicators of mathematics learning which have 7 question points from the overall results there are 66 scores or 85.71% that are appropriate and 11 scores or 14.29% for answers that are not in accordance with the evaluation of mathematics learning. So the implementation of mathematics education in SDLB PRI Pekalongan City based on the evaluation factor of mathematics learning is included in the appropriate category.

DISCUSSION

Discussion Based on the results of the study, it showed that learning mathematics at SDLB PRI Pekalongan City was included in the appropriate category.

The implementation of mathematics learning at SDLB PRI Pekalongan City based on the factor of learning mathematics objectives is appropriate. The answers from 11 respondents for the indicators of mathematics learning objectives which have 4 question points from the overall results there are 39 scores or 88.63% which are appropriate and 5 scores or 11.36% for answers that are not in accordance with the objectives of learning mathematics.

Teachers at SDLB PRI Pekalongan generally say that mathematics learning is appropriate in the indicators of mathematics learning objectives such as the use of the curriculum in schools, learning that is in accordance with students' disabilities, and the application of mathematics learning objectives in everyday life.

As said by Mrs. Siti, one of the teachers at SDLB PRI, that she is happy because she has delivered material adapted to the abilities of students with simplified material. However, there are still 4 teachers who have difficulty in conveying the objectives of learning mathematics so that students make social adjustments and feel confident in socializing. This is influenced by their limitations in mental and physical, and

communication and language. Social adjustment is the ability of regular students to interact with children with special needs in the school environment in an effective and healthy manner so that regular students get satisfaction in an effort to meet their needs that can be felt by themselves and students with special needs in their school environment. Social adjustment in this study was measured based on aspects of social adjustment proposed by Hurlock (2002), including real appearance, adjustment to groups, social attitudes, and personal satisfaction. Social attitude is the behavior of regular students who show an attitude of wanting to help or help, not being annoying like nosy or ignorant, and not hurting fellow students with special needs or special needs. Children with Special Needs (ABK) are defined as individuals who have different characteristics from other individuals who are considered normal by society in general. In particular, children with special needs show physical, intellectual, and emotional characteristics that are lower or higher than normal children of their age or are outside the normal standards that apply in society. So that they have difficulty in achieving success both in terms of social, personal, and educational activities (Bachri, 2010). There are various types of children with special needs. Briefly, each type of disorder is described as follows:

a. Blind / children with visual impairment
b. Deaf/ hearing impaired children
c. Physically disabled / have limb / movement disorders
d. Talented/have extraordinary abilities and intelligence
e. Mentally disabled
f. Slow learner (slow learner)
g. Children with specific learning difficulties
h. Children with communication disorders
i. Tunalaras / children who experience emotional and behavioral disorders.
j. ADHD/GPPH (Attention and Hyperactivity Disorder)
k. Autism

Even so, the teachers at SDLB PRI Pekalongan always try to always be able to teach their students to make social adaptations and get along

confidently when giving mathematics lessons.

The implementation of mathematics education based on the factors of mathematics learning material is appropriate. The answers from 11 respondents for indicators of mathematics learning objectives which have 5 question points from the overall results there are 39 scores or 70.90% which are appropriate and 16 scores or 29.10% for answers that are not in accordance with the mathematics learning material.

Based on the results of questionnaires and interviews, it was stated that there were 6 out of 11 teachers whose learning materials had adapted to the type of disability in children. However, 5 teachers still stated difficulties in using the environment in developing children's mindsets and delivering basic math materials such as counting.

Mrs. Nur Hidayah, one of the homeroom teachers at SDLB PRI Pekalongan who teaches mathematics also said that a teacher must be more creative in delivering material to students according to students' disabilities, with the aim of students understanding the material presented.

The implementation of mathematics education based on teacher competency factors is appropriate. The answers from 11 respondents for teacher competency indicators which have 6 question points from the overall results there are 65 scores or 98.48% which are appropriate and 1 score or 1.52% for answers that are not in accordance with teacher competence.

Professional teachers should have four competencies, namely pedagogical, cognitive, personality, and social competencies. Therefore, in addition to being skilled at teaching, a teacher also has extensive knowledge, is wise, and can socialize well. They must (1) have talents, interests, vocations, and ideals, (2) have educational qualifications and educational backgrounds in accordance with their field of duty, (3) have the necessary competencies in accordance with their field of duty. In addition, they must also (4) comply with the professional code of ethics, (5) have rights and obligations in carrying out their duties, (6) earn a determined income in accordance with their work performance, (7) have the opportunity to develop their

profession in a sustainable manner, (8) obtain legal protection in carrying out their professional duties, and (9) have a professional organization that is a legal entity (source of the Law on Teachers and Lecturers).

In this indicator, almost all teachers stated that the mathematics learning carried out was appropriate, both in terms of preparation before teaching, the beginning of learning, the core of learning, to closing the lesson. Teachers already understand what their obligations are as teachers who educate children with special needs. Like any teacher, teachers are good in preparing lessons. For example, by compiling a learning implementation plan before learning is carried out. The teacher also mastered the learning material to be implemented. Mathematics teachers have an important role in the implementation of mathematics learning. If the teacher does not have an understanding of what competencies must be possessed to teach children with special needs, then learning cannot run as it should.

In this case, the teacher must be more creative in teaching or using learning methods to suit the type of student's disability. “Teachers must be more creative and look for more interesting ways to convey learning. Because each of our students has different abilities and different uniqueness," said Mrs. Inayah when interviewed by us.

Meanwhile, according to Mrs. Anis Permata Dewi, she revealed that she still had difficulties in using a learning method for students. This is because students have different abilities in understanding a learning material, especially in its theories. He is still trying to find a learning method that suits the students' abilities because they are different from one another. He also hopes to find a learning method where students can follow their learning activities well.

Nevertheless, the teachers at SDLB PRI Pekalongan City always try to teach so that students can receive the material well according to the abilities of the students.

The implementation of mathematics education based on the factors of facilities and infrastructure for learning mathematics is appropriate. The answers from 11 respondents for the indicators of

mathematics learning facilities and infrastructure which have 5 question points from the overall results there are 49 scores or 89.09% which are appropriate and 6 scores or 10.91% for answers that are not in accordance with mathematics learning facilities and infrastructure.

According to Casmini, M in Education Sragen, Special Schools (SLB) are educational institutions that are prepared to handle and provide special educational services for people with certain types of disabilities. In its implementation, SLB is divided into several types according to the student's abnormalities, namely: a. SLB Part A, which is for students who have visual impairments (blind). b. SLB Part B, which is for students with hearing disorders (Deaf) c. SLB Part C, which is for students with mild mental retardation and SLB. Part C1, which is for students with moderate mental retardation.

SLB Part D, which is for students with disabilities without any intelligence disorders and SLB D1, which is for students with disabilities who are accompanied by intelligence disorders. e. SLB Part E, which is for students with mental retardation. f. SLB Part G, which is for students with multiple disabilities.

From the results of the questionnaire, it can be said that some SDLB PRI teachers in Pekalongan City have been able to take advantage of the available facilities and infrastructure. Among the facilities and infrastructure available at SDLB PRI Pekalongan are kitchen equipment, adequate classrooms, learning media, books, learning resources, playgrounds, teachers' rooms, and other facilities and infrastructure. In addition, there are still special schools in order to approach the feasibility of meeting the requirements of existing facilities and infrastructure and here are some groups of activities that may be able to support the activities of users of this special school, namely:

a. Recipient activity facility group.
b. Group facility management activities.
c. Group of educational activity facilities.
d. Group of therapeutic or health activity facilities.
e. Group of service activity facilities.

f. Group of outdoor activities facilities.

However, there are some teachers who have not utilized the facilities and infrastructure in teaching and learning activities properly. Even though the school has provided facilities and infrastructure that can be used by teachers in teaching and learning activities. Indeed, teachers should be more creative and innovative in utilizing the existing facilities or infrastructure in the school. Especially in utilizing and adapting learning media for Children with Special Needs in SDLB PRI Pekalongan City.

The implementation of mathematics education based on the evaluation factor of mathematics learning is also appropriate. The answers from 11 respondents for the evaluation indicators of mathematics learning which have 7 question points from the overall results there are 66 scores or 85.71% that are appropriate and 11 scores or 14.29% for answers that are not in accordance with the evaluation of mathematics learning.

In terms of evaluation, each teacher has their own way to find out how much children understand the material that has been taught. As said Mrs. Melisa, one of the new teachers teaching at SDLB PRI Pekalongan that in the final evaluation she gave a small note to the students so that they could be used as a reference for the teacher, in order to find out the characteristics, strengths, weaknesses, and progress of students.

So far, the mathematics teacher at SDLB PRI Pekalongan City always evaluates at the end of the lesson. It aims to determine the weakness of the movement of students. What are the movements that can be done by students and movements that are not able to be done by students. One of the ways to do this is by holding a simple test after learning is complete. The teacher also provides motivation to students who have difficulty in learning.

CONCLUSION

The results showed that Mathematics Learning in Inclusive Education at SDLB PRI Pekalongan City Academic Year 2020/2021 on the indicator of learning objectives the category corresponds to the percentage of 88.64%, while the category does not match the percentage of 11.36%. On the

indicator of learning material the category corresponds to the percentage of 70.90%, while the category does not match the percentage of 29.10% On the indicator of teacher competence, the category corresponds to the percentage of 98.48%, while the category does not match the percentage of 1.52%. On the indicator of learning facilities and infrastructure the category corresponds to the percentage of 89.09%, while the category does not match the percentage of 10.91% In the learning evaluation indicator the category corresponds to the percentage of 85.71%, while the category does not match the percentage of 14.29%.

Thus it can be concluded that the implementation of Learning Mathematics in Inclusive Education at SDLB PRI Pekalongan City Academic Year 2020/2021 in the appropriate category, with a percentage of 86.56%.

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