

**THE MODEL OF MATHEMATICS LEARNING ON SLOW
LEARNERS AT INCLUSIVE SCHOOL STATE PRIMARY
SCHOOL KETAWANGGEDE MALANG**



**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

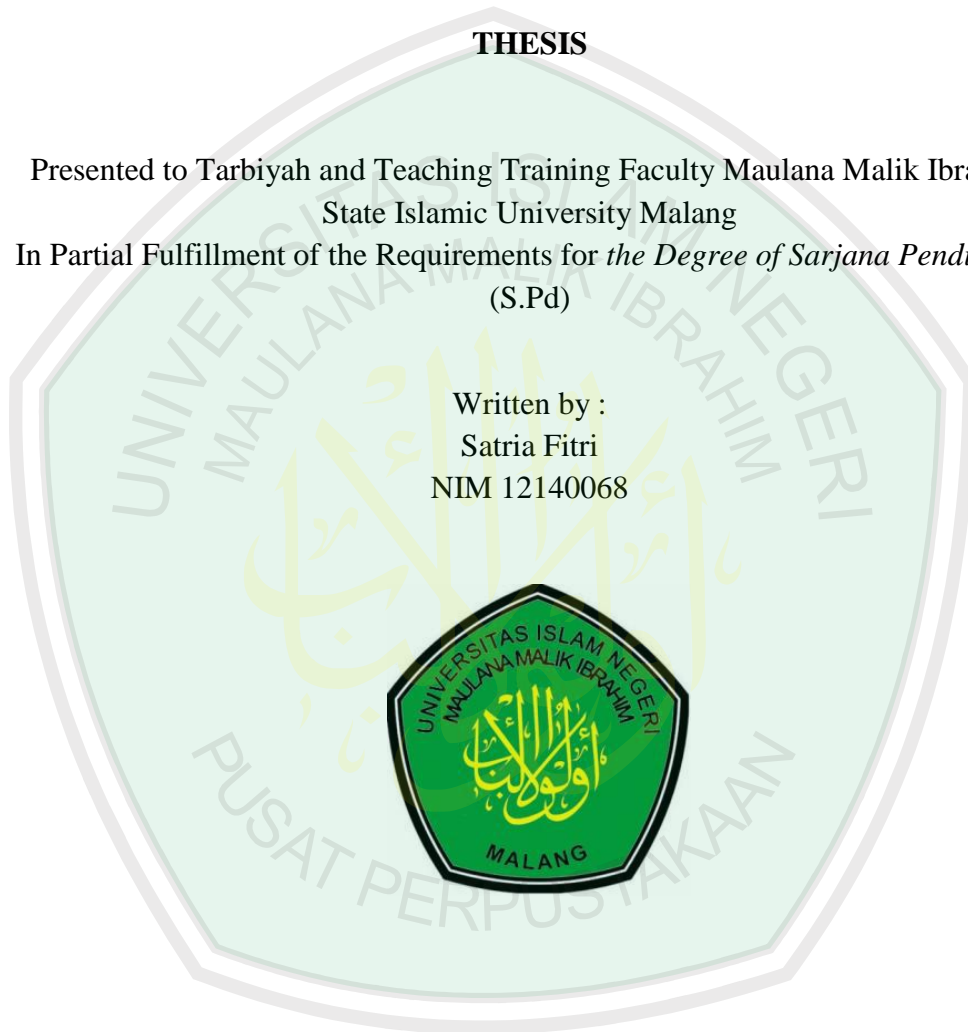
June, 2016

**THE MODEL OF MATHEMATICS LEARNING ON SLOW
LEARNERS AT INCLUSIVE SCHOOL STATE PRIMARY
SCHOOL KETAWANGGEDE MALANG**

THESIS

Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim
State Islamic University Malang
In Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan*
(S.Pd)

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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

June, 2016

APPROVAL SHEET

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THESIS

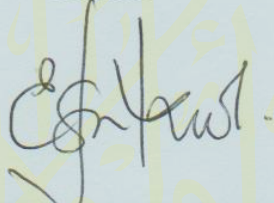
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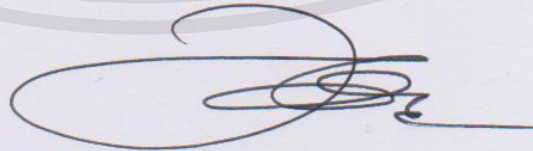


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AT INCLUSIVE SCHOOL STATE PRIMARY SCHOOL
KETAWANGGEDE MALANG**

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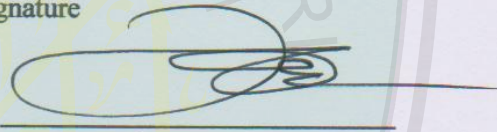
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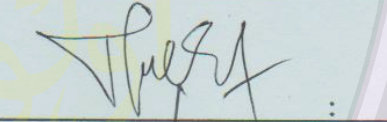
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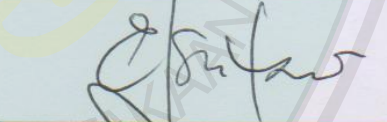
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DEDICATION

By reciting Bismillah and Alhamdulillah, I dedicate this mini thesis to:

My Beloved Father and Mother (Osol and Umu Syarifah) that always gives spirit to me in terms of everything and never get tired to always guide and advise me

My Beloved Brother and Sister (Rizka Ahillah and Moh. Abdi Santoro) that always makes happiness in my life and be spirit for me

All my Friends,

My Beloved friend (Moh. Faris Rochman) that always supported and helped me

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Member of Summersari 158 Boarding House (Njidol, imon, racma, robik, ernut, fajri, zara, aul, mbak zaim, duo pitri, zimul, and mbak ika) that always accompany in any situation and condition

Member of MSAA room 37 Faza (Alpi, ikul, emil, rizol, lindut, mbak eka, mbak oby)

For everyone who have supported me

Thanks a lot and see you on success.

MOTTO

أَهُمْ يَقْسِمُونَ رَحْمَتَ رَبِّكَ ۗ نَحْنُ قَسَمْنَا بَيْنَهُمْ مَعِيشَتَهُمْ فِي الْحَيَاةِ الدُّنْيَا ۗ
وَرَفَعْنَا بَعْضَهُمْ فَوْقَ بَعْضٍ دَرَجَاتٍ لِيَتَّخِذَ بَعْضُهُمْ بَعْضًا سُخْرِيًّا ۗ
وَرَحْمَتُ رَبِّكَ خَيْرٌ مِمَّا يَجْمَعُونَ

Is it they who would portion out the Mercy of your Lord? It is We Who portion out between them their livelihood in this world, and We raised some of them above others in ranks, so that some may employ others in their work. But the Mercy (Paradise) of your Lord (O Muhammad Sallallahu Alaihi Wasallam) is better than the (wealth of this world) which they amass. (QS. Az-Zukhruf: 32)

Dr. Esa Nur Wahyuni, M.Pd
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OFFICE MEMO OF ADVISOR

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Attachment : 6 (six) Exemplares

Malang, June 13rd, 2016

To Whom It May Concern,
Dean of Tarbiyah and Teaching Training Faculty
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Assalamu'alaikum Wr. Wb.

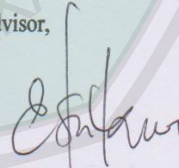
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is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb.

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CERTIFICATE OF SKRIPSI AUTHORSIP

I hereby declare that this skripsi is originally written by Satria Fitri, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (SPd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana status* of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, June 14th, 2016



Satria Fitri

PREFACE

Bismillahirrahmaanirrahim

Alhamdulillah Rabbil'alamin, all praise and thanks the authors extend this presence of God Almighty, who has bestow mercy and guidance, so that the author can complete a thesis entitled "The Model of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang". Blessings and greetings are always expressed to the Prophet Muhammad that have led from the road towards the path of darkness ablaze.

As for the writing of the thesis is organized to meet the requirements of Bachelor degree Islamic Primary Teacher Education Program. In the writing of this thesis, the author of many get help and guidance from various parties, therefore, on this occasion the author conveys the profuse thanks to:

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2. Dr. H. Nur Ali, M.Pd as Dean of Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim Malang State Islamic University
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11. All of Teachers and Employees State Primary School Ketawanggede Malang who gave the chance to the author to complete a research

The author realizes that this thesis report is far from perfection. Therefore, the author expects criticism and suggestions for the repair this.

Only to God we surrender ourselves, hopefully we got Ridho Amin ya Robbal 'alamin. Finally the author hopes this research report may be useful for the reader, all parties require and particularly for authors as a prospective teacher.

Malang, June 14th 2016

Writer,

GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ع = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أُ = aw

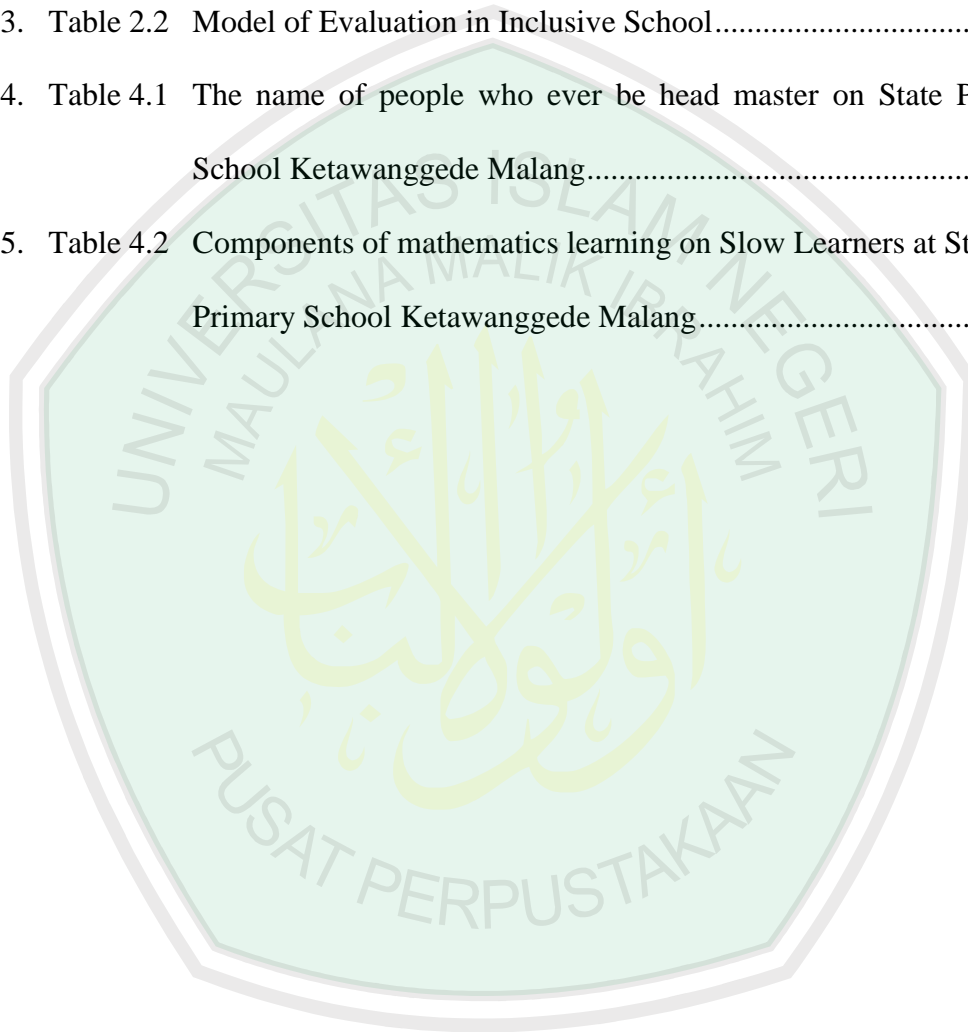
أَيُّ = ay

أُو = û

إِي = î

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ABSTRAK

Fitri, Satria. 2016. *The Model of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. Esa Nur Wahyuni, M.Pd.

Kata Kunci: *Model of Mathematics Learning, Slow Learners, Inclusive School*

Murid lamban belajar (*slow learner*) adalah sekelompok murid di sekolah yang perkembangan belajarnya lebih lambat dibandingkan dengan perkembangan rata-rata teman seusianya, skor tes IQ mereka menunjukkan skor antara 70-90. Pembelajaran matematika pada siswa *slow learner* di sekolah inklusi akan berbeda dengan di sekolah umum atau regular karena sekolah penyelenggara inklusi menyertakan anak berkebutuhan khusus dalam pembelajarannya. Guru dituntut segudang kekayaan kreativitas dalam mengelola kelas, memilih model pembelajaran yang tepat, mengubah strategi pembelajaran yang lama dan menciptakan strategi pembelajaran yang baru dan efektif untuk dapat merangsang anak lamban belajar meningkatkan kualitas belajarnya.

Tujuan penelitian ini adalah untuk: (1) mengetahui perencanaan pembelajaran matematika pada siswa lamban belajar di sekolah inklusi SDN Ketawanggede Malang, (2) mengetahui pelaksanaan pembelajaran matematika pada siswa lamban belajar di sekolah inklusi SDN Ketawanggede Malang, (3) mengetahui evaluasi atau tindak lanjut pembelajaran matematika pada siswa lamban belajar di sekolah inklusi SDN Ketawanggede Malang.

Untuk mencapai tujuan di atas, digunakan pendekatan penelitian kualitatif deskriptif. Subjek dalam penelitian ini yaitu kepala sekolah, guru kelas, guru pendamping khusus (GPK), dan pembimbing yang disebut *shadow*. Metode pengumpulan data yaitu dengan wawancara, observasi, dan dokumentasi. Teknik keabsahan data dengan triangulasi sumber dan metode, dependabilitas, dan konfirmabilitas. Teknik analisis data yang digunakan terdiri dari reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa, (1) Perencanaan pembelajaran matematika pada siswa *slow learners* di sekolah inklusi SDN Ketawanggede Malang yaitu guru kelas menyiapkan prota, promes, silabus, dan RPP. RPP dimodifikasi sesuai kemampuan siswa, dan RPPI untuk siswa *slow learner* yang tidak mampu mengikuti pembelajaran di kelas regular atau sebagai rencana pembelajaran di ruang khusus yang disebut ruang sumber. RPPI dibuat oleh GPK dengan berdiskusi kepada guru kelas. (2) Pelaksanaan pembelajaran matematika pada siswa *slow learners* di sekolah inklusi SDN Ketawanggede Malang dilaksanakan di kelas regular bersama guru kelas dan di ruang sumber bersama GPK. Pembelajaran di kelas regular dan di ruang sumber meliputi kegiatan pendahuluan, inti, dan penutup. Di kelas regular, materi yang digunakan disesuaikan dengan kemampuan siswa. Model pembelajaran yang digunakan yaitu

model pembelajaran klasikal dan individual. Metode dan media pembelajaran disesuaikan dengan materi, metode khusus untuk siswa slow learner yaitu metode penugasan dengan bimbingan guru dan media khusus untuk siswa slow learner disesuaikan dengan materi. Sumber belajar yang digunakan yaitu buku tematik kelas I yang disederhanakan oleh GPK. Dan bahan latihan disesuaikan dengan kemampuan siswa. Sedangkan pembelajaran matematika pada siswa slow learner di ruang sumber, menggunakan materi dasar (berhitung, penjumlahan, pengurangan) kalau sudah bisa dilanjutkan ke tematik, menggunakan model pembelajaran individual, menggunakan metode drill jika hanya mengajar satu siswa slow learner dan metode peer teaching atau kompetisi jika terdapat lebih dari satu siswa slow learner di ruang sumber, sumber belajar berupa buku tematik kelas I yang disederhanakan dan buku remidi matematika untuk anak berkesulitan belajar, media yang digunakan sesuai dengan materi dan memanfaatkan media yang ada di ruang sumber yaitu menggunakan media papan penjumlahan pada materi penjumlahan. Bahan latihan yang digunakan yaitu soal bergambar. (3) Evaluasi pembelajaran matematika pada siswa slow learner di kelas regular dilakukan ketika kegiatan pembelajaran baik ditengah maupun diakhir, selanjutnya akan ada kegiatan tindak lanjut berupa remidi dan pengayaan. Kegiatan tindak lanjut untuk siswa slow learner dilakukan di ruang khusus yang disebut ruang sumber. Evaluasi pembelajaran siswa slow learner di ruang sumber meliputi UH, UTS, UAS, dan kegiatan tindak lanjut. Bentuk penilaian untuk siswa slow learner sesuai dengan kemampuannya, tidak dibandingkan dengan temannya.

ABSTRACT

Fitri, Satria. 2016. *The Model of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang*. Skripsi, Islamic Primary Teacher Education Program, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Esa Nur Wahyuni, M.Pd.

Keywords: Model of Mathematics Learning, Slow Learners, Inclusive School

Slow learner is children that learning progress is slower than the average progress of friends his age, their IQ tests scores show the score 70-90. Mathematics learning for slow learner at inclusive school will be different with regular school because inclusive school includes children with special needs in learning. Teachers must be have creativities in managing class, choose the appropriate learning models, changing old learning strategies and create new and effective learning strategies to stimulate the slow learner improve the quality of learning.

This research is aimed at: (1) know the planning of mathematics learning on slow learners at inclusive schools State Primary School Ketawanggede Malang, (2) know the implementation of mathematics learning on slow learners at inclusive schools State Primary School Ketawanggede Malang, (3) know the evaluation or follow-up of mathematics learning on slow learners at inclusive schools State Primary School Ketawanggede Malang.

To achieve the above purpose, this research use descriptive qualitative approach. Subjects in this research are headmaster, teacher 1st-A and 5th-B grade, Teacher Special Assist (GPK), and supervisor called shadow. Methods of data collection are interview, observation and documentation. Data Validity by triangulation of sources and methods, dependability, and confirm ability. Data analysis technique used consisted of data reduction, display data and conclusion.

The research findings reveal that, (1) Planning of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang there are annual program (prota), semester program (promes), syllabus, and lesson plan (RPP). Lesson plan were modified to suit the students ability, and individual lesson plan (RPPI) for students slow learner who is not able to join the learning in regular class or as lesson plan in a special room called source room. Individual lesson plan created by Teacher Special Assist while discuss with the class teacher. (2) Implementation of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang held in regular class with class teacher and in source room with Teacher Special Assist. Learning in the regular class and in the source room includes introduction, core and closed activities. In the regular class, the materials used adapt to the student ability. The learning model used is a model of classical and individual learning. Methods and learning media adapted to the material, specific methods for slow learner that the

assignment method with the guidance of teachers and specialized media for the slow learner adapted to the material. Learning source used are thematic book first class, simplified by Teacher Special Assist. And exercise materials adapt to the student ability. While mathematics learning on slow learner in source room, using basic material (counting, addition, subtraction) when finished, next to thematic, using the model of individual learning, using drill method if teach a slow learner and peer teaching or competition method if there is more than one slow learner in source room, learning source such as thematic book first class that simplified and book remedial math for learning disabilities, the media used adapt to the material and utilizing the existing media in the source room that is using the media board summation in material summation. Exercise material used picture. (3) Evaluation of mathematics learning on slow learners in the regular class conducted when learning activities both the middle and the end learning, then there will be follow-up activities there are remedial and enrichment. Follow-up activities for slow learner performed in a special room called source room. Evaluation of learning on slow learner in sources room includes repeat daily (UH), midterm exams (UTS), final exams (UAS), and follow-up activities. Slow learner assessment according to their abilities, not to be compared with his friend.

ملخص البحث

فطري، ساتريا. 2016- نموذج للتعلم الرياضيات على بطيءي شاملة مدرسة الدولة في المدارس الابتدائية الحكومية كيتاوانجيدي مالانج. قسم تعليم المدرسين إبتدائية، كلية علوم التربية والتعليم، كلية علوم التربية و التعليم جامعة مولان مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة على البحث: الدكتور الإيسا نور واحيؤني ، الماجستير.

الكلمات الرئيسية: نموذج التعلم الرياضيات، المتعلم البطيء، والمدرسة الشاملة

تعلم التلاميذ الراكد (المتعلم البطيء) هو مجموعة من الطلاب في تطوير التعليم في المدرسة أبطأ بالمقارنة مع وضع متوسط لأصدقاء سنها، درجة اختبار الذكاء يشير إلى النقاط بين 70-90. تعلم الرياضيات في المتعلم البطيء الطلاب في المدرسة ستكون مختلفة مع الإدراج في المدارس الحكومية أو المدارس العادية نظراً لإدراج المنظمين تشمل الأطفال في حاجة خاصة في تعليمة. المعلم دعوى قضائية ضد الثروة عدد لا يحصى من الإبداع في إدارة الصف، واختيار نموذج التعلم الصحيح، تغيير استراتيجيات التعلم القديمة وإنشاء استراتيجيات التعلم الجديدة والفعالة لتكون قادرة على حفز الطفل البطيء التعلم لتحسين نوعية تعلمهم.

والغرض من هذه الدراسة: (1) معرفة التخطيط لتعلم الرياضيات في الطلاب ببطء التعلم في المدارس الابتدائية الحكومية كيتاوانجيدي مالانج ، (2) معرفة تنفيذ تعلم الرياضيات على الطلاب التعلم في المدارس الابتدائية الحكومية كيتاوانجيدي مالانج ، (3) معرفة الرياضيات التعلم التقييم أو المتابعة على الطلاب التعلم في إدراج المدارس الابتدائية الحكومية كيتاوانجيدي مالانج لتحقيق الهدف المذكور أعلاه، يتم استخدام نهج البحوث الوصفية النوعية. هذا الموضوع في هذه الدراسة أي الرئيسية ومعلم الصف وحراسة خاصة المعلمين (دقة) (المشرف الذي أشار الظل. أسلوب لجمع البيانات بالمقابلة، والملاحظة، والوثائق. تقنية صحة البيانات من قبل التثليث من المصادر والأساليب، وديبينداييليتاس وكونفيرمابيليتاس. يتكون تحليل البيانات التي تستخدم تقنية للحد من البيانات، وعرض البيانات والانسحاب لإبرام.

وأظهرت النتائج أن (1) التعلم الرياضيات في الطلاب التخطيط متعلم بطيء في المدارس الابتدائية الحكومية كيتاوانجيدي مالانج أي فئة رئيسية تعد برتا، والسند الإذني، والمنهج وتعديل المدعي العام الإقليمي وفقا لقدرات الطلاب، وربي ببطء الطلاب المتعلمين الذين هم غير قادرة على متابعة التعلم في الفئة العادية أو كخطة تعلم في غرفة خاصة تسمى غرفة المصادر. ربي خلق بدقة مع المناقشة لمعلم الصف. (2) تنفيذ لتعلم الرياضيات الطلاب متعلم بطيء في المدارس الابتدائية الحكومية كيتاوانجيدي مالانج يؤسف له مكان في الصفوف العادية معا في فئة ماجستير وعلى المورد المشترك الغرف دقة. التعلم في الفئة العادية وفي المصدر يغطي الأنشطة وإدخال، والأساسية، وغطاء. يتم ضبط المواد المستخدمة في فئة عادية، مع قدرة الطلاب. استخدام نموذج التعلم، هي: نموذج التعلم الكلاسيكي وعلى حدة. تعلم أساليب ووسائل الإعلام لتلائم المادية وأساليب محددة ببطء الطلاب المتعلم أسلوب التعيين، بالتوجيه من معلم، ووسائل الإعلام خاصة للمتعم البطيء الطلبة متطابقة مع المواد. تعلم الموارد المستخدمة، إلا وهي فئة الكتب مواضيعي أنا المبسطة بدقة. وتمارين مصممة لقدرات الطلاب. بينما تعلم الرياضيات في طلاب متعلم بطيء في المصادر، المواد التي تستخدم في المواد الأساسية (العد والإضافة والطرح) إذا كان يمكن أن يتم إرساله إلى الموضوعية، استخدام نموذج التعلم الفردي، باستخدام أساليب الحفر إذا كنت فقط تعليم طالب واحد المتعلم البطيء وأسلوب تدريس الأقران أو المنافسة إذا كان هناك أكثر من واحد الطلاب المتعلم البطيء في المصادر، موارد في شكل الفئة المواضيعية كتاب تعلم أنا تبسيط الكتب والرياضيات للأطفال بيركيسوليتان ريميدي التعلم، الوسيلة المستخدمة وفقا للمواد وجعل استخدام وسائل الإعلام في الفضاء المصدر أن مجموع المجالس باستخدام وسائل الإعلام لإضافة المحتوى. نموذج لهذه المسألة أن يستخدم أي محفوظة التصويرية (3) تقييم تعلم الرياضيات في الطلاب أداء متعلم بطيء في فئة أنشطة التعلم العادية عندما أما في منتصف أو نهاية، فستكون هناك أنشطة المتابعة في شكل ريميدي والإثراء. تتم أنشطة المتابعة للمتعم البطيء الطلاب في غرفة خاصة تسمى غرفة المصادر. وتشمل الطلاب المتعلم بطيء التعلم التقييم في الفضاء المصدر وإقليم اتحادي، إمتحان الآخر وأنشطة المتابعة. استمارة تقييم للطلاب المتعلم البطيء وفقا لقدرتها، لا مقارنة مع صديق له.

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is a conscious effort and planned to realize about an atmosphere of learning and the learning process so that students are actively developing their self potential to have religious spiritual power, self-control, personality, intelligence, morals, as well as the necessary skills themselves, the community, the nation and the State.¹ Everyone has the right to obtain education in accordance with the law of the republic of Indonesia Number 20 on 2003 chapter IV article 5 paragraph 1 that every citizen has the same rights to get quality education² so that there is no term of discrimination in the educational system. This statement is reinforced by the law Number 20 on 2003 chapter III article 4 paragraph 1 that education was carry out in a democratic and having justice and not discrimination with respect for human rights, cultural values, religious values, and the nation pluralism.³

In Indonesia, we've learn a lot about a differences. Difference based on age, gender, profession, physical form, and character. Everyone has advantages and weakness in the characteristic of the individual. The difference does not make discrimination but can be study and self-motivation to be better. As a country which has the motto "*Bhinneka Tunggal Ika*", Indonesia is

¹Undang-Undang RI No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional (Jakarta: Visimedia, 2007), page. 2

² *Ibid.*, page. 5

³ *Ibid.*, page. 4

a country that consists of the various islands and tribes but can appreciate any difference because it has the same one purpose of education quality.

God says on the Qur'an surah al-Hujurat verse 13:⁴

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا
 إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: "O mankind we have created you from a male and a female, and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allah is that (believer) who has pious. Verily, Allah is All Knowing, All Aware." (Q.S. Al-Hujurat: 13).

The verses of the Qur'an above mentions that God created man and made it different Nations and tribes so that they know each other, meaning that God created his creatures with a variety of differences between each other so that they know each other and appreciate, not even give rise to discrimination against such differences. The next verse States that the most precious hand of God is the most piously, meaning that God has not willed the difference degree human in terms of physical or seen anyone else except the piously. This means among normal and children in need special, they all have the same degree of God's hand and both are entitled to get a quality education.

As stated in the Universal Declaration of human rights (1948), clarified by the Convention on the rights of child (1989), the World Declaration on education for all (1990), the UN Standard Rules on equal opportunities for people with disabilities (1993), the Salamanca Statement and framework for action (UNESCO 1994), persons with Disability Act (1997), the Dakar

⁴*Al Qur'an dan Terjemahnya* (Surabaya: UD Halim, 2013), page. 517.

Framework for Action (2000), Law Number 20 RI about the national education system (2003), and the Declaration of the International Children's Congress (2004). The entire document is fully guaranteed to the children of special need to get quality education and actively participate in public life.⁵

Based on the results of the World Conference, especially in the Salamanca Declaration, Inclusive Education began to be introduced widely on many countries. As stated in the regulation of the Minister of national education of the Republic of Indonesia Number 70 in 2009 that special education for learners who have abnormalities and/or students who have the potential intelligence and/or special talents can be organized broadly inclusive.⁶ Inclusive education is a system of organizing the education which gives the opportunity to all learners who have abnormalities and have a potential intelligence and/or special talent to follow education or learning in a single environment education together with learners in General.⁷

In the regulation of the Minister of national education of the Republic of Indonesia Number 70 in 2009 article 2 Paragraph 2 mentioned that inclusive education aims to embody the Organization of education that values diversity, and it is not discriminatory for all learners.⁸

⁵*Bandung Declaration* (http://www.idp-europe.org/docs/Bandung_Declaration.pdf, retrieved 5 October 2015 at 09.30 AM)

⁶*Peraturan Menteri Pendidikan Nasional Rrepublik Indonesia Nomor 70 tahun 2009 Tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa* (Jakarta: Tidak ada penerbit, 2009), page. 2.

⁷*Ibid..*

⁸*Ibid..*

God says on the Qur'an surah An-Nuur verse 61:⁹

لَيْسَ عَلَى الْأَعْمَىٰ حَرَجٌ وَلَا عَلَى الْأَعْرَجِ حَرَجٌ وَلَا عَلَى الْمَرِيضِ حَرَجٌ وَلَا
 عَلَى أَنْفُسِكُمْ أَنْ تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ
 أُمَّهَاتِكُمْ أَوْ بُيُوتِ إِخْوَانِكُمْ أَوْ بُيُوتِ أَخَوَاتِكُمْ أَوْ بُيُوتِ أَعْمَامِكُمْ أَوْ
 بُيُوتِ عَمَّاتِكُمْ أَوْ بُيُوتِ أَخْوَالِكُمْ أَوْ بُيُوتِ خَالَاتِكُمْ أَوْ مَا مَلَكَتُمْ
 مَفَاتِحَهُ أَوْ صَدِيقِكُمْ لَيْسَ عَلَيْكُمْ جُنَاحٌ أَنْ تَأْكُلُوا جَمِيعًا أَوْ
 أَشْتَاتًا فَإِذَا دَخَلْتُمْ بُيُوتًا فَسَلِّمُوا عَلَى أَنْفُسِكُمْ تَحِيَّةً مِّنْ عِنْدِ اللَّهِ مُبْرَكَةٌ
 طَيِّبَةٌ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ الْآيَاتِ لَعَلَّكُمْ تَعْقِلُونَ ﴿٦١﴾

Meaning: “There is no restriction on the blind, nor any restriction on the lame, nor any restriction on the sick, nor on yourselves, if you eat from your houses, or the houses of your fathers, or the houses of your mothers, or the houses of your brothers, or the houses of your sisters, or the houses of your father’s brothers, or the houses of your father’s sisters, or the houses of your mother’s brothers, or the houses of your mother’s sisters, or (from that) whereof you hold keys, or (from the house) of a friend. No sin on you whether you eat together or apart. But when you enter the the houses, greet one another with a greeting from Allah blessed and good. Thus Allah makes clear the verse to you that you may understand.” (Q.S. An-Nuur: 61)

The meaning of the verses of the Qur'an above mentioned that there is no impediment to their normal eating together or gather with those in need of special such as blind, lame, or more. They are in need of special have the right to gather and socialize with someone of usual.

Children with special need are child with special characteristics which are different with children in General without always showing at the inability of

⁹Al Qur'an dan Terjemahnya (Surabaya: UD Halim, 2013), page. 358.

the mental, emotional, or physical. Children with special need requires special handling with regard to their.¹⁰

Learners who have the disorder consists of blind, deaf, mute, *tunadaksa*, *tunalaras*, mental retardation, learning disability, slow learner, autism, impaired motor skills, become victims of drug abuse, illegal drugs, and other addictive substances, have other disorders, *tunaganda*.¹¹

Of different types of abnormalities that are owned by the students, one of which is a slow learner. Slow learner it is certain there is every school and even class. The ministry for slow learner at inclusive school was planned to teaching regular students and children in special need at one class.

Slow learners physically cannot be distinguished from a normal child, his physical even better. His intelligence between normal and retarded that is 70-90, a bit late in thought, completing academic assignments, memory is weak and not durable.¹²

Slow learners are very slow in understanding abstract concepts and their extensive use of memory resources (rote) than on logic (reasoning).¹³ So the slow learners are tend have difficulty in math lessons.

The study of mathematics must be the link between students prior of learning experience with a concept that will be taught. In mathematics, any

¹⁰Geniofam, *Mengasuh dan Mensukseskan Anak Berkebutuhan Khusus* (Yogyakarta: Garailmu, 2010), page. 11.

¹¹*Peraturan Menteri Pendidikan Nasional Rrepublik Indonesia Nomor 70 tahun 2009 Tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa* (Jakarta: 2009), page. 3.

¹²Rizal H Arsjad, *Pendekatan Kontekstual dalam Pembelajaran* (Manado: STAIN Manado Press, 2013), page. 3-4.

¹³Mulyadi, *Diagnosis Kesulitan Belajar* (Yogyakarta: Nuha Litera, 2010), page. 124-125.

relate between one concept to another concept, and a concept of being a prerequisite for the concept of the other. Therefore, students should be given more opportunities to do the link.¹⁴ Meanwhile slow learner, they can't use the way to relate how knowledge with other knowledge on thinking.¹⁵

The difficulties experienced by slow learners in understanding the lessons of abstract mathematics and require the use of logic can be overcome with the selection of the model of learning that suits your needs and character of students.

Inclusive school that using the regular class with pull out having different learning models with regular schools. The model of learning for children in special need at inclusive schools that use the regular class with pull out is implemented in two learning places. Inclusive school that using the regular class with pull out combine children in special need with regular students in regular classes, but at times will be drawn to the source room to learn individually along with Teacher Special Assist. Titi Setiani, SE as Teacher Special Assist and Teacher 1st-A grade State Primary School Ketawanggede Malang have said:

Kalau model pembelajaran di sekolah inklusi, jadi anak-anak yang tergolong ABK anak berkebutuhan khusus itu memang disendirikan. Disendirikan dalam artian pembelajaran dia bisa di ruang sumber dan di kelas regular berbaur dengan anak yang normal. Model pembelajarannya seperti itu. Pembelajarannya itu disesuaikan dengan masing-masing kemampuan anak ABK tersebut. Jadi kalau di ruang sumber ya dengan

¹⁴Heruman, *Model Pembelajaran Matematika di Sekolah Dasar* (Bandung: PT Remaja Rosdakarya, 2010), page. 4.

¹⁵Mulyadi, *op.cit.*, page. 125.

GPK anak berkebutuhan khusus, kalau di kelas regular bergabung dengan guru kelasnya¹⁶

A learning model for children in special need at the source room use model of individual learning, so children in special need can be served in accordance with his needs and abilities. Anisa as Teacher Special Assist have said:

Kalau disini memang untuk anak berkebutuhan khusus dan membutuhkan penanganan khusus itu seminggu sekitar dua kali kita panggil ke ruang sumber untuk belajar sesuai dengan kebutuhannya. Kan terkadang anaknya sendiri itu tidak sama dengan teman-temannya seusianya. Nah itu kita memberikan pembelajaran individual agar kemampuannya itu sama dengan teman-temannya¹⁷

As for learning on regular class, children in special need of cannot be distinguished from the others to avoid discrimination. Children in special need treated the same in a regular class, only the default came under regular students, in accordance with its ability. Teacher should approach the students slow learner when learning. Sumiani, S.Pd as Teacher 5th-B grade have said:

Kalau model pembelajaran untuk anak inklusi ini sebenarnya anak inklusi ini tidak boleh dibedakan, dalam pembelajaran mereka diikutkan program regular tapi dalam pelaksanaan materinya nanti guru kelas memberikan materi dibawah grade anak regular , seperti itu. Grade sendiri dilatihannya. Kalaupun penjelasannya tentang materi seperti yang dijelaskan tadi, guru mendekati anaknya¹⁸

In realizing this, teachers are required to have qualifications, are intellectual, emotional, moral spiritual so that the more total in understanding and serve slow learner. In addition teachers also charged has a lot of creativity

¹⁶ Interview with Titi Setiani, Teacher Special Assist and Teacher 1st-A Grade State Primary School Ketawanggede Malang on April 12th, 2016

¹⁷ Interview with Anisa, Teacher Special Assist State Primary School Ketawanggede Malang on April 14th, 2016

¹⁸ Interview with Sumiani, Teacher 5th-B Grade State Primary School Ketawanggede Malang, on April 15th, 2016.

in managing class, choose the right learning model, change the old learning strategies and create new learning strategies and effective to be able to stimulate the slow learner to improve the quality of their learning.¹⁹ In addition to the teachers, the school also has a very important role to determine the models that appropriate with needs of students, ranging from curriculum management, school environment and others.

Things to consider in designing learning activities at inclusive school among others, in the preparation of the plan, implementation of the learning activities, learning, and evaluation.²⁰

Thus, the model of learning appropriate and in accordance with the character of students can improve the quality of learning for slow learners. Therefore, researcher wants to find out “The Model of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang”. State Primary School Ketawanggede Malang is one of all primary school in Malang that recognized by Diknas have apply inclusive education system. As mentioned that a school who practice inclusive education is a school that pays attention to teaching and learning, achievements, attitudes, and prosperity of every child. The most effective schools are schools that practice inclusive education.²¹

¹⁹ Rizal H Arsjad, *op.cit.*, page. 5.

²⁰ Dadang Garnida, *Pengantar Pendidikan Inklusif*, (Bandung: PT Refika Adiana, 2015), page. 109

²¹ Sue Stubbs, *Inclusive Education Where There Are Few Resources*, terj., Susi Septaviana R. (Norwegia: The Atlas Alliance, 2002), page. 40.

B. Focus of the Research

Based on the background of problems, the researcher took the problem formulations are.

1. How does the planning of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang?
2. How does the implementation of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang?
3. How does the evaluation or follow-up of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang?

C. Objectives of the Research

Based on the formulation of problem, researcher took the research purpose are.

1. To understand the planning of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang
2. To understand the implementation of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang
3. To understand the evaluation or follow-up of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang

D. Significances of the Research

1. For Institution

This research can be used as a benchmark on the model of mathematics learning on slow learners so it can be used as material for evaluation and

to improve the quality of learning at inclusive school State Primary School Ketawanggede Malang

2. To Researcher

This research can be used to add insight or knowledge of researchers about the model of mathematics learning on slow learners at inclusive school as provision to becomes candidate teacher of Primary School

3. To University

The results of this research can serve as the material of study to add the knowledge about things that relate to the model of mathematics learning on slow learners at inclusive school.

E. Previous Research

This research used the previous research by Fida Rahmantika Hadi with the title is “Analisis Proses Pembelajaran Matematika Pada Anak Berkebutuhan Khusus (ABK) *Slow Learners* di Kelas Inklusi (Penelitian dilakukan di SD Al Firdaus Surakarta)”. The similarities of this research with the research in this time that is the first research focus. On the process of mathematics learning at inclusive class include the readiness of teachers prior to the learning process, implementation and evaluation or follow-up. The results of this research include (1) The preparation on plan of implementation of learning performed each finished one basic competence and the modification on plan of implementation of learning for slow learners. Specific media can be shape puzzle, appropriate board or media created interesting so slow learners not get bored quickly. Continued evaluation and follow-up,

teachers plan a follow-up activity in the form of remedial learning, enrichment programs, counseling services for regular students who has difficulty with assisted the special associate teacher. (2) Factors that experienced by slow learners are the difficulty in applied a mathematical concept, it also can lose interest on the task given by teachers and refused to continue working on task when they are bored. Teachers solve these constraints by providing basic math concept step by step and intent, providing additional time study, providing motivation and the giving of reward. The difference of this research with the research in this time is this research did at Primary School Al-Firdaus Surakarta, and research in this time doing research at State Primary School Ketawanggede Malang.

The second previous research by Risa Dian Sasmi with the title is “Strategi Guru Dalam Menangani Anak *Slow Learner* di SD Negeri Kembangan, Gresik” The Similarities of this research with the research in this time that is on the subject of research are teachers and slow Learners. The difference of this research with the research in this time is research focus. This research has two research focus are (1) strategy of teacher to handling slow learner at State Primary School Kembangan Gresik (2) factors that are taken into consideration teacher to handling slow learner. The results of this research that (1) Strategy of teacher to handling slow learner with used (a) On learning process, slow learner is same with normal child other (b) providing the recurred material to get understanding about a material that given (c) providing special time to lead by individual or private. But tutorial purpose in

here just to improving achievement (d) providing addition time to slow learner (e) used demonstration or props (f) On the end study, teacher providing competition to know how far they understand about the lesson that teacher given (g) providing remedial teaching as supporting achievement child (h) partnership between parents and teachers as well as between each teachers. (2) Consideration factors of teachers in handling slow learner are (a) school policy factors. For those who have parents who are less capable in terms of Economics, the school provides assistance in the form of a fund BOS. The condition of the children in the school, the school gives the policy to keep raising it to a higher level, but recommended or referred to was moved to another school (b) facilities and infrastructure factors that are less conducive to its full potential. And any available has not been utilized optimally (c) the lack of availability of educators and educational personnel who have not adequate, both in quality and quantity as well as prosperity (d) the factors of parents that its economy is low and parents who never attended education so that no knowledge and understanding of the child, in particular children who are slow learner. While the focus of the research used by the researcher, are planning, implementation, and evaluation or follow-up mathematics learning on slow learners.

The third previous research by Maylina Purwatiningtyas with the title is “Strategi pembelajaran Anak Lamban Belajar (*Slow Learners*) di Sekolah Inklusi SD Negeri Giwangan Yogyakarta”. The similarities of this research with the research in this time on the object of research are slow learners. The

difference between this research with research in this time on the formulation of problem. Formulation of problem in this research, include learning strategies on slow learner at inclusive school State Primary School Giwangan Yogyakarta. The results of this research that is a three of class teacher implement learning strategies on slow learner agree with condition at the each class. Implementation of learning activities introduction on slow learner is same as other students. But one of class teacher that provides an individual approach on checking skill prerequisites. Special treatment each class teacher for slow learner in sent information is different. Three of class teacher helps slow learner on training implementation and practice and provide positive reinforcement and negative reinforcement. Each class teacher has their respective strategies in provide time adjustment, manner, and the material in learning assessment of the slow learner. Not all aspects of the follow-up activities can be carried out because of lack of time allocation and three of class teacher considers on slow learner condition.

Table 1.1 Previous Research

No	Name of researcher, Year, and the title of research	Similarities	Differences	Research Originalities
1	Fida Rahmantika Hadi. 2014. The title is “Analisis Proses Pembelajaran Matematika Pada Anak Berkebutuhan Khusus (ABK) <i>Slow Learners</i> di Kelas Inklusi (Penelitian dilakukan di SD Al Firdaus Surakarta)” ²²	The focus of the research on planning, doing, and evaluate or follow up about mathematics learning at inclusive school State Primary School Ketawanggede Malang.	At location. This research at Primary School Al-Firdaus Surakarta. And the research in this time at inclusive school State Primary School Ketawanggede Malang.	Location of research at State Primary School Ketawanggede Malang
2	Risa Dian Sasmi. 2013. The title is “Strategi Guru Dalam Menangani Anak <i>Slow Learner</i> di SD Negeri Kembangan, Gresik” ²³ .	On the subject of research are teachers	On the focus of the research. The focus of this research is strategy of teacher to handling slow learner and the factors that are taken into consideration teacher to handling slow learner.	Focus of the research are planning, implementation, and evaluation or follow up of mathematics learning on slow learners at inclusive school State Primary School Keawanggede Malang

²² Fida Rahmantika Hadi, “Analisis Proses Pembelajaran Matematika pada Anak Berkebutuhan Khusus (ABK) *Slow Learners* di Kelas Inklusi (Penelitian dilakukan di SD Al-Firdaus Surakarta)”, *Tesis*, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta, 2014.

²³ Risa Dian Sasmi, “*Strategi Guru Dalam Menangani Anak Slow Learner di SD Negeri Kembangan, Gresik*”, Skripsi, Jurusan Psikologi Program S1 Psikologi UIN Maulana Malik Ibrahim Malang, 2015.

			Focus research in this time are planning, implementation, and evaluate or follow up of mathematic learning on slow learner.	
3	Maylina Purwatingtyas. 2014. The title is “Strategi pembelajaran Anak Lamban Belajar (<i>Slow Learners</i>) di Sekolah Inklusi SD Negeri Giwangan Yogyakarta”. ²⁴	On the object of research are slow Learners	On the focus of the research. The focus of this research is learning strategies on slow learner at inclusive school. Focus research in this time are planning, implementation, and evaluate or follow up of mathematic learning on slow learner.	Focus of the research are planning, implementation, and evaluation or follow up of mathematics learning on slow learners at inclusive school State Primary School Keawanggede Malang

Based on the table, research about “The Model of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang” is new research because this research is different with previous research and the other research.

²⁴Maylina Purwatingtyas, “*Strategi Pembelajaran Anak Lamban Belajar (Slow Learners) di Sekolah Inklusi SD Negeri Giwangan Yogyakarta*”, Skripsi, Jurusan Pendidikan Pra Sekolah dan Sekolah Dasar Program S1 Studi Pendidikan Guru Sekolah Dasar Universitas Negeri Yogyakarta, 2014.

F. Limitation of Research

This research only discuss one of all study. Study that discussed in this research is mathematics. Researcher choosing to limit this research on mathematics learning for slow learner because based on interview result from teacher of State Primary School Ketawanggede Malang, actually slow learner difficulties on all of study but based on characteristics of mathematics learning and slow learner, slow learner difficulties on mathematics learning.

Slow learners are very slow in understanding abstract concepts and their extensive use of memory resources (rote) than on logic (reasoning).²⁵ But mathematics learning have a lot of abstract concept and just not need memorizing.

The study of mathematics must be the relate between students of learning experience with a concept that will be taught. In mathematics, any relate between one concept to another concept, and a concept of being a prerequisite for the concept of the other. Therefore, students should be given more opportunities to do the link.²⁶ Meanwhile slow learner, they can't use the way to relate how knowledge with other knowledge on thinking.

G. Definition of Key Terms

1. The Model of Learning

The model of learning is a planning or a pattern that is used as a guide on planning of learning

²⁵Mulyadi, *Diagnosis Kesulitan Belajar* (Yogyakarta: Nuha Litera, 2010), page. 124-125.

²⁶Heruman, *Model Pembelajaran Matematika di Sekolah Dasar* (Bandung: PT Remaja Rosdakarya, 2010), page. 4.

2. Mathematics Learning

Mathematics learning is ranging from planning, implementation, and evaluation or follow-up mathematics learning is defined as abstract lesson that needs to be immediately given the strengthening, so that it can survive long in the memory of the students, so it will stick in the mindset and actions

3. Slow Learners

Slow learners is children who have slowness in learning. They have IQ test score between 70-90. The characteristics of slow learner that they have intelligence capabilities under the average, much depends on the teachers and parents in the proven science, very slow on understanding abstract concepts, difficulty in transferring knowledge from one to another, more resort to try wrong than on the use of logic in problems solving, attention and their concentration is limited, the limited ability to assess the relevant learning materials, the limited ability to self-direction, and the others.

H. Composition of Research Findings

On the writing of result this research there are some part that relate. Researcher divide to some part or chapter, there are:

Chapter I: Chapter about introduction that explain about background of the research, focus of the research, objectives of the research, significances of the research, previous research, definition of key terms.

Chapter II: Chapter about review of literature. On this chapter, researcher will explain some concept that relate with the model of mathematics learning

on slow learners at inclusive school State Primary School Ketawanggede Malang, include slow learners, the model of mathematics learning, and the model of mathematics learning on slow learners.

Chapter III: Chapter about method of the research. On this chapter will explain about approach and research design, attendance of the researcher, setting of the research, data and data sources, data collection, data analysis, and research procedure.

Chapter IV: Exposure data and research findings. In here will gave general illustration of research object and explain all of data that got from interview result, observation, and documentation that relate with model of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang.

Chapter V: Discussion. On this chapter, researcher will discuss and analyzing of data that explained before. Answer of problems in this research, will discussed on this chapter.

Chapter VI: Closing. On this chapter, include conclusion of all material and suggestion.

CHAPTER II

REVIEW LITERATURE

A. Slow Learners

1. Definition of Slow Learners

Slow learner are those that have a low learning achievement (below average children in General) on any or all areas of academic, but they are not mentally retarded children belong. Their IQ test score indicates the score between 70 and 90. With such conditions, the ability of their learning is slower compared to peers. Not only does the limited academic ability but also on other abilities, including the ability of coordination (difficulty using stationery, sports, or use clothing). From the side of the behavior, they tend to be quiet and shy, and their difficulty in making friends. Slow learning children also tend to be less confident.

Abstract thinking ability is lower compared to children in General. They have a short attention span. Slow learner has the normal physical characteristics. But while in school they are difficult to capture content, response was slow, and the vocabulary is also less, so when invited to speak less clearly the intent or hard connected.²⁷

The slow learner is a group of students in the school's education development is slower compared to the average development of friends her age. In general they have intelligence capabilities under the average. The slow learning pupil is often known as a child "sub normally, mentally

²⁷ Dadang Garnida, *Pengantar Pendidikan Inklusif* (Bandung: PT Refika Aditama, 2015), page. 16

retarded” like determined in “Dictionary of psychology” slow learners definition technical term variously applied to children who are somewhat mentally retarded or are developing at a slower than normal rate”.

Slow learners are different with student that under achieve. Slow learners development or achievement is slower than average because have skill intelligence that slower than average. While students under achieve, achievement is slower than average, but have normal skill intelligence or higher.²⁸

2. Characteristics of Slow Learner

There are characteristics of slow learner, are:

- a. Skill intelligence is lower or under average,
- b. Attention and concentration is limited,
- c. Skill to assess the material lesson that relevant is limited,
- d. Skill to self direction is limited,
- e. Skill to abstraction and generalization that need concrete experience,
- f. Slow on saw and create relate between word and definition,
- g. Often failure experience in back know the something that have learned in material and new situation,
- h. The time to learning and explain the lesson is long, but can't long memorizing. Very fast to forget what that have learned,
- i. Less have initiative,

²⁸ Mulyadi, *Diagnosis Kesulitan Belajar* (Yogyakarta: Nuha Litera, 2010), page. 123

- j. Can't create and have self work directive, and less have capability to found the mistakes that made,
- k. Less have creativities,
- l. Haven't capability to explain, analysis or solve the problem or critical thinking,
- m. Haven't capabilities to use high mental process.

While Cece Wijaya identification the characteristics of slow learner based on learning process:

- a. They are slow to observe and react the accident in area,
- b. They seldom to ask question and less have wish to follow answer,
- c. They less show and not attention to what and how the work that did,
- d. They more use memorizing than logical or reasoning,
- e. They can't use the way relate how the knowledge with other knowledge in thinking,
- f. They less fast, not clearly and not exact on use language,
- g. They more depend on teacher and parent to prove the knowledge,
- h. They are very slow to understand abstract concepts,
- i. They get mistake to transfer knowledge from one side to other side,
- j. They more take the way trial and false than use logical to solve the problem,
- k. They not able make generalization and take decision,
- l. They less have retention memorizing on learning activity,

- m. They are show weakness in writing although use easily and simple word,
- n. They have weakness on doing the study tasks especially the tasks that have did free.

Generally, slow learners are showing behavior:

- a. Delays
Slow to accept lesson, slow to organize the lesson, slow to the read, slow to understand incantation, slow on work, slow on doing the task, slow to solve the problem and other.
- b. Anomaly of behavior is behavior that not productive and bad habit
- c. Less the skill, is less concentration skill, less memorizing skill, less reading skill, less communication skill, less leadership skill, less explain idea skill or explain the opinion
- d. Under achievement is teaching learning achievement.²⁹

3. Comprehension of Slow Learners Behavior Background

In understand of slow learner behavior background, can doing:³⁰

- a. Studying personal note

The first step is have conducted by teacher or counselor to confront slow learner case is understand what that be background of behavior indicate. In doing guidance and counseling program in the school so teacher or counselor is collecting the data that expected completely and on file in student personal note or the other form. To understand the

²⁹ *Ibid.*, page. 123-126

³⁰ *Ibid.*, page. 126-128

background of behavior indicate, the first, counselor learning student personal note and the other note that relate with student it. To help easily the way of work about problem comprehension or in help service can used format of student guide for example:

Table 2.1
Format of Guide

Name :

Class :

Help the comprehension	Possibility the problem	Possibility of help service	Implementation of help service	Result
Identity				
Indication of mistake				
Background of data				

The data that expressed and learned and storage in format of not all the data but selected relevant data with indicates that saw by students. The way to selection the data so that relevant with indicate that saw by students, so teacher or counselor must have hypothesis about the problem that possible to deal before see mistake indication on student. Because of data selection be better if have basic hypothesis, although the hypothesis still weak can would determine the good work direction.

b. Collection the new data

With the data retrieved from a personal note. The possibilities already obtained sufficient data about the background of slow learner behavior a student. When data is retrieved data personal note not yet

adequately then still need to be prepared for possible problems and then held a new level of data collection at the time the Counselor faced a case. New data collection can be centred on the following points:

- 1) To verify the ability of the intelligence of the students
- 2) to get a more complete data about the State of the family as well as family services towards students as a case
- 3) to obtain further data about the social relations of students with a friends

c. Concluded the problems

With inhibit data, new data collection results then expected already acquired complete data, so that it can already be concluded possible problems faced by the slow learners.

False assertion problem should be in alternate forms (possibilities) and arranged in one rank (given the ranking of priority), so that soon can be seen the strongest possibility to order on the possible weakest. The preparation of the various possibilities that allow the Counselor reviewed the issue extensively and can be customized with the ability as well as existing tools.

4. Help Towards Slow Learners

In general the possibilities of assistance that can be given to slow learners, among others:³¹

- a. the giving of information orally

³¹*Ibid.*, page. 128-130.

- b. Placement Assistance
- c. meetings with parents
- d. Socio drama
- e. individual Counseling (Agency for research and development of culture and education)

The fifth type of implementation procedures these techniques can be explained as follows:

- a. The giving of information orally

The purpose of the granting of this oral information is provided information needed by pupils in accordance with the cases that affect them. This information may be provided by way of question and answer, discussions, and lectures. How to be used depends on the ability and willingness of the pupils concerned. Measures taken to provide information orally, is:

- 1) Prepare the necessary information material and serves with a particular form or format
- 2) Created a good rapport with the students being the case
- 3) communicating the material
- 4) summing up the information and summarizes the ways how to learn to use student and close the meeting

- b. Placement Assistance

Placement assistance is intended to improve the help in overcoming difficulties in particular that concerns social relations

student at the classroom level and ability of students. For example put the students in the classes corresponding to the degree of heterogeneous of his intelligence.

c. Meetings with parents

Meeting with parents is deemed most beneficial in helping the difficulties faced by students, giving advice on how should give service to a slow learner and provide motivation as well as instructions on how to learn effectively and efficiently

d. Socio drama

Socio drama is used to improve social relationships with friend. In the implementation of this socio drama should pay attention to the following steps:

- 1) Preparations namely preparing for the grouping of students, to identify the issues facing the group, planning the theme stories
- 2) Introduction that includes introducing the activities and the objective as well as explaining the ways of carrying out the activities
- 3) Election role covering events tells the story outline and determination of the players
- 4) Implementing sosiodrama that is each actor plays its role in accordance with elegance
- 5) Discuss the attitudes portrayed, exchanging opinions and suggestions about the position, direction and the solution

6) Repeated games after observing the results of the discussion.

e. Individual Counseling

At this stage the counselors provide assistance to students individually with attention to the issues at hand. These problems have enough difficulty in the intensity and counselors use various techniques in accordance with the circumstances and background of the students.

Slow learners need special learning, there are:³²

- a. The time is longer than time needed children in general,
- b. The patience of teacher to not so fast on give explanation,
- c. More examination than memorizing and understanding,
- d. Using a variatif media,
- e. Need remedial teaching.

5. Strengths and Weaknesses of Slow Learners

Slow learner wants to learn but lack the ability to process information well. Often children will be considered slow learners in one subject but not in others; a child who excels at language arts, for instance, may have difficulty in mathematics.³³ Strengths and weaknesses:

- a. The strengths tend not to lie in academics

³² Dadang Garnida, *Pengantar Pendidikan Inklusif* (Bandung: PT Refika Aditama, 2015), page. 17

³³ Kaite Mitchell, *Strategies for Teaching Math to Slow Learners* (http://www.ehow.com/info_7905915_strategies-teaching-math-slow-learners.html, diakses 10 Juli 2016 pukul 21.00 wib)

Their ability to deal with abstract and symbolic materials, (i.e. language, number and concepts) is very limited and their reasoning in practical situation is inferior to that of average students.³⁴

- b. The weaknesses tend not to lie in physical, emotional or cultural limitations.

So, poor academics but they may be good at:

- a. Physically: Sports, extracurricular, behaviors
- b. Emotionally: Social, outgoing, popular, happy
- c. Culturally: community identity, family, religious³⁵

B. Models of Mathematics Learning

1. Mathematics and Characteristics of Students in Primary School

Etymologically, comes from the latin is manthanein or mathemata which means things that are learned. In the language of the Netherlands called wiskunde or exact science, all of which are associated with reasoning.

Mathematics is the science that is not far from the reality of human life. In ancient times the centuries, humans have awareness of surrounding objects forms that differ with one another.³⁶

³⁴ Ms. Sangeeta Chauhan, *Slow Learner: Their Psychology and Educational Programmes*. International Journal of Multidisciplinary Research, Department of Education. Vol.1 Issue 8, December 2011.

³⁵ *Slow Learners Presentation*
 (<https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiw5r2Z5IvOAhVIu48KHXbQDh0QFgghMAA&url=http%3A%2F%2Fwww.imesd.k12.or.us%2Fsites%2Fimesd.k12.or.us%2Ffiles%2Fslow%2520Learners%2520Presentation.ppt&usg=AFQjCNEB74xHC0SQryCMVuxw956xv--Caw>, diakses 10 Juli 2016 pukul 21.00 wib)

³⁶ Catur Supatmono, *Matematika Asyik* (Jakarta: PT Grasindo, 2009), page. 5.

Riedesel, dkk, summarize some of the views of students, parents, and teachers about what is a math or math lessons. According to the students.

- 1) any math problem right has a right answer,
- 2) Mathematics is a collection of truths and rules. The task of students is following the rules of it to find the correct answer. Typically, rules that must be used is that teachers taught,
- 3) students do not need to understand why a rule applies, but enough to memorize it,
- 4) If within five minutes of a problem cannot be solved, it means that we could not solve it. Better stop,
- 5) Only the genius alone can discover or invent mathematics. Students cannot think of mathematics according to his own mind,
- 6) Math problem almost has nothing to do with the real world. In the real world, we work out what that means, while in math we just obey the rules.

Not much different from that delivered Riedesel, et al., Prof. Dr. Andi Hakim Nasution, a math expert of Bogor agricultural University said that mathematics is the science of the structure, order, and the relationship which includes the basics of calculation, measurement, and the depiction of the shape object. The Science involves logic and quantitative calculation, and its development has increased the degree of abstraction and idealities subject.³⁷

³⁷ *Ibid.*, page. 8

Mathematics, according to Ruseffendi, is the language of symbols, deductive science that does not receive proof in inductive science of pattern, regularity, and an organized structure, starting from the element that is not defined, the element to be defined, to the axioms or postulates, and finally to the proposition. While the nature of mathematics, according to Soedjadi, that has the purpose of abstract objects, resting on the deal, and the mindset of the deductive.³⁸

Primary school students have age ranges between 6 or 7 years old, up to 12 or 13 years old. According to piaget, they are on concrete operational phase. The ability that looks at this phase in the process of thinking is the ability to operate the rules of logic, although it is still bound to the object that is concrete.

From the age of cognitive development, primary school students are still tied to the concrete object which can be apprehended by the senses. In abstract mathematics learning, students need the tools be mediums, and props that can clarify what will be delivered by teachers so that more quickly understood and understood by students. The learning process in a concrete phase is through concrete stages, semi of concrete, semi of abstract, and abstract.

In mathematics, the abstract concept of each new student needs to immediately be understood given the strengthening, so that settles and last a long time in memory of the students, so it will stick in the mindset and

³⁸ Heruman, *Model Pembelajaran Matematika di Sekolah Dasar* (Bandung: PT Remaja Rosdakarya, 2010), page. 1-2.

actions. For the purposes of this, then it is necessary the presence of learning through deeds and understanding, not just memorizing or remembering facts only, as this will be easily forgotten student.³⁹

2. Emphasis of Slow Learners in Mathematics

Johnson suggests that the area of academic learning in which the majority of the slow learners are least retarded is the development of arithmetic mechanics or computational skills. The manipulation of numbers and recitation of arithmetic combinations and multiplication tables can be, and unfortunately too often are, accomplished with little or no understanding of the processes involved.

The children may have little or no ability to use or apply these Skills to find the correct solution of a problem. It is often stated that children dislike the time that must be spent on mechanical practice in order to become efficient in their use. It has been proven that slow Learners have a short attention span and will not keep at a job for any length of time. Yet, every teacher who has worked with slow Learners, particularly at the elementary level, knows that it is not unusual for slow learners to do pages and pages of arithmetic exercises and when finished to ask for more.

Slow learners derive a feeling of accomplishment, a feeling that they are like the rest of the children, and a feeling of belongingness from this activity. It is usually the one academic area in which they can perform at or near the level of the majority of the children in the class. The success

³⁹*Ibid.*

achieved makes them willing to put forth the continuing effort and devote the necessary time to master the mechanics.

McConnell lists a number of guiding principles for teaching arithmetic in general that are applicable to slow learners. He states,

- a. The adequate development of number ideas calls for systematic teaching and learning.
- b. Drill does not guarantee that children will be able immediately to recall combination as such.
- c. Habituation of number combinations is a final stage in learning which is preceded by progressively more mature ways of handling number relationships.
- d. Repeating the final form of a response from the very beginning may actually encourage the habituation of immature procedures and seriously impede necessary growth.
- e. Drill as such makes little if any contribution to growth in quantitative thinking by supplying mature ways of dealing with number.
- f. Intermediate steps, such as the use of the "crutch" in subtraction, aid the learner both to understand the process and to compute accurately.

With proper guidance these temporary reactions may be expected to give way to more direct responses in the later stages of learning.

- g. Reorganization of behavior occurs as the child's understanding grows and results in the emergence of more precise, complex, and economical patterns of behavior.

h. Understanding the number system and the methods of operation it makes possible facilitates both quantitative thinking and, ultimately, rapid and accurate computation.

Slow pupils, in dealing with fundamental operations, show many unique methods which are not characteristic of other levels of intelligence. They break numbers up into smaller units and lose track of what they are doing. They are observed to jot down many small sub-totals here and there, and become confused as to the correct one to apply. They use "crutches," such as counting on their fingers.

They are very apt to be confused on steps in the fundamental operations. They subtract "down instead of up." They are at a loss to estimate quotients. Many do not master the treatment of partial products in two-place multiplication. In this last process they are apt to multiply the partial products together in some manner on account of their faulty notion that multiplication is the process under consideration.

In problem solving slow pupils disclose their greatest arithmetical weaknesses. One reason may lie in the fact that their inadequate imaginations do not permit them to translate the conditions of a situation into a concrete and practical problem. A further reason may lie in their limited powers of analysis. They add together all the numbers in a problem without reference to the terms that are involved.

The use of special devices, short cuts, etc, are of doubtful value in teaching slow pupils, since these very devices themselves may not be

understood. As a result, there is only added confusion. Johnson suggests that where formalized instruction and practice of the mechanics are the first step, children are apt to develop facility in number manipulation without developing an understanding of the essential concepts involved, the need for these concepts, and the application of the skills to the solution of problems in needful situations.

For this reason it is not unusual to find slow learners incapable of comprehending what is desired or unable to find the solution to practical problems. They are unable to formulate the information in a way which will allow them to make use of their computational skills⁴⁰

3. The Models of Mathematics Learning

a. Kinds of Mathematics Learning Models:

1) Remedial Teaching

Remedial teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty. Contrary to what is said, remedial teaching is done perfunctorily without identifying their areas of difficulty and underlying cause for lagging behind. Some students are unsympathetically branded as 'block heads' without an earnest attempt to know the real cause of their slow learning.⁴¹

⁴⁰Nancy Jane Baucum B.S, "Study of Slow Learners with Special Emphasis in te Field of Secondary Mathematics", *Thesis*, Faculty of Texas Technological College, page. 12-15.

⁴¹Y. Sreedhar Rao, *Remedial teaching for slow learners*
(<http://www.thehindu.com/2001/01/02/stories/13020377.htm>, diakses 11 Juli 2016 pukul 11.54 wib)

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.⁴² Which Children need Remedial

Teaching:

- a) Under achievers, slow learners or children at risk.
 - b) Backward children
 - c) The handicapped: deaf, dumb, lame, albinos, short sighted, sick lings etc
 - d) Children learning from peer teaching and co-operative learning leading to passive learning.⁴³
- 2) Cooperative Learning Model

Cooperative learning (i.e., jigsaw, learning together, group investigation, student teams-achievement divisions, and teams-games-tournaments) is a generic term that is used to describe an

⁴² K. Dasaradhi Ch, Sri Raja Rajeswari dan P.V.S Badarinath, *30 Methods to Improve Learning Capability in Slow Learners*. International Journal of English Language, Literature, and Humanities, Volume IV Issue II Februari 2016.

⁴³ Femba John Bamboh, *Remedial Teaching* (<http://www.net4kids.org/UserFiles/130123%20remedial%20teaching%20-%20report%20Babungo.pdf>, diakses 11 Juli 2016 pukul 13.42 wib)

instructional arrangement for teaching academic and collaborative skills to small, heterogeneous groups of students. Cooperative learning is deemed highly desirable because of its tendency to reduce peer competition and isolation, and to promote academic achievement and positive interrelationships.

According to the National Council of Teachers of Mathematics, learning environments should be created that promote active learning and teaching; classroom discourse; and individual, small-group, and whole-group learning. Cooperative learning is one example of an instructional arrangement that can be used to foster active student learning, which is an important dimension of mathematics learning and highly endorsed by math educators and researchers. Students can be given tasks to discuss, problem solve, and accomplish.

Cooperative learning activities can be used to supplement textbook instruction by providing students with opportunities to practice newly introduced or to review skills and concepts. Teachers can use cooperative learning activities to help students make connections between the concrete and abstract level of instruction through peer interactions and carefully designed activities.

Finally, cooperative learning can be used to promote classroom discourse and oral language development. Wiig and Semel

described mathematics as "conceptually dense." That is, students must understand the language and symbols of mathematics because contextual clues, like those found in reading, are lacking in mathematics. For example, math vocabulary (e.g., greater-than, denominator, equivalent) and mathematical symbols (e.g., =, <, or >) must be understood to work problems as there are no contextual clues to aid understanding. In a cooperative learning activity, vocabulary and symbolic understanding can be facilitated with peer interactions and modeling.

b. Kinds of Mathematics Learning Methods

1) Drill Method

One commonsense strategy for teaching slow learners is repetition: drill, drill, drill until they get it. Make sure lessons are reviewed frequently. Repeat instructions for activities, and have students repeat them back. Vary the repetition by doing it verbally sometimes and in writing sometimes. Slow learners are apt to focus on the details of a lesson and miss the main points. Make sure you list the main takeaway points in any lesson and reiterate them multiple times while you teach.⁴⁴

2) Peer Tutoring

⁴⁴ Sreela Datta, *Teaching Ideas for Slow Learners*
(http://www.ehow.com/info_8120464_teaching-ideas-slow-learners.html, diakses 11 Juli 2016 pukul 13.45 wib)

Peer tutoring is an instructional strategy that consists of pairing students together to learn or practice an academic task. The pairs of students can be of the same or differing ability and/or age range.

Teachers can simultaneously engage all students in learning and practicing basic math or problem-solving skills using peer tutoring. This instructional strategy reinforces math facts, computational skills, and math concepts. Examples of math content suited for peer tutoring include addition, subtraction, multiplication, number concepts, vocabulary, measurement, and fractions. This list is not exhaustive: most math content can be practiced using peer tutoring.⁴⁵

4. Techniques can Help the Slow Learners with Mathematics

a. Time

Slow learners need more time to understand and figure out how to use basic concepts. They may require more thorough revision and review for the basic concepts to make sense to them. They also require more time to perform math computations while practicing or testing. Pressuring a child to perform at a time standard beyond his abilities will only reduce his confidence, making learning more difficult.

b. Concept Building

Slow learners have difficulty with new concepts, so wherever possible new concepts should be related to previously learned ones.

⁴⁵*Using Peer Tutoring for Math*
(<http://165.139.150.129/intervention/Peer%20Tutoring%20for%20Math.pdf>, diakses 11 Juli 2016 pukul 13.45 wib)

The connection with the previous concept helps to build confidence in the subject and provides a framework upon which to build mastery of new skills.

c. Real World Examples

Many slow learners use their fingers when performing calculations at an age at which the faster learners have left this behind, so teaching a new skill such as addition or multiplication is made easier when the instructor gives real-world examples or allows for physical representations of the math problem. Because slow learners have difficulty with imaginary concepts, the physical example provides guidance and structure.

d. Review

Because slow learners need more time to absorb new concepts, frequent reviewing can be helpful. More frequent exposure to the new concept, in shorter blocks of time such as five- or 10-minute review sessions, can speed up the learning process slightly for the slow learner.

e. Reward

Slow learners tend to have low confidence levels. They know they are learning more slowly than others and may have been teased at school for it. Low confidence impedes anyone's ability to learn, so it's important to reward the student's performance. Giving her a special treat for improved performance in school or finishing an assignment on

time will create positive associations with math that outweigh the negatives.⁴⁶

C. Model of Mathematics Learning on Slow Learners at Inclusive School

The learning model used in inclusive schools to serve Children with special need usually using Individualized Educational Program (IEP). Mercer and Mercer in Rochyadi and Alimin, suggests that individualized program refers to a program teaching where students work with the tasks in accordance with the conditions and motivations.

Lynch, stated that the IEP is a curriculum or a curriculum or course of study is one that is based on the style, power and special needs children in learning. Thus basically Individualized Educational Program (IEP) is a program based on the needs of each individual.

Individualized Educational Program (IEP) composed in fact is referring to the view that individual is unique there is not even a human being who will be the same even if the twins. Thus every child has potential that each need to be developed so that it can actualize themselves. So too with his needs, every course learners have individual needs which may be different from one another. In the Individualized Educational Program (IEP) there are authors according to procedures Rochyadi and Alimin, mentioning that the Individualized Educational Program (IEP) is structured with a view to meet the needs of each learner.

The ideal procedure in the development of Individualized Educational

⁴⁶ Kaite Mitchell, *Strategies for Teaching Math to Slow Learners*
(http://www.ehow.com/info_7905915_strategies-teaching-math-slow-learners.html, diakses 10 Juli 2016 pukul 21.00 wib)

Program (IEP) addressed Kitano and Kirby has five aspects, namely: formation of IEP team, assess the child's special needs, develop long-term goals and short term, designing instructional methods and procedures and determine the evaluation of the progress of the child.

1. Form IEP Team

The IEP team tasked to plan and put together a learning program. Members of the team should consist of a variety of disciplines, such as a classroom teacher or teacher subjects, principals, parents and team of experts (if possible). A team of experts is a team of experts associated with the problems encountered or the development of potential learners such as: orientation instructor counselor, mobility, speech therapists, physiotherapists, pediatricians or psychologists. However, if the school has not been allowed to include a team of experts, then the IEP team still can be formed by involving teachers or school principals and parents.

This IEP Team would sit together to discuss about the design of learning programs that will be given to the students. Thus between the school with parents have the same perception about the program that will be kept. Thus parents and school parties are equally active in providing information or perform a treatment or learning programs as deemed necessary.

2. Assess the special needs of child

Determine what special needs students need, advance IEP team viewed information obtained from the results of the assessment service about the weaknesses and strengths of the individual. Many methods and approaches that can be made of a teacher with a principle on active innovative creative and fun learning (PAIKEM). Thus learning more meaningful for students.

3. Determine the Evaluation of Child Progress

Evaluation of the child's learning progress be better can measure the degree of attainment of the learning objectives have been formulated. In doing an evaluation as possible are able to describe the condition of the students not to compare with other learners there are competitors. Because of the completeness of learning is learning completeness individually in accordance with its own potential. Lots of variety types of evaluations, course types and forms of the test are given tailored to the child's condition and the purpose of the implementation of the evaluation itself. In the implementation of this evaluation should be done well evaluation process as well as product or result. Thus the information could be obtained about the progress of the learners both in the process of the implementation of the analytical study and the level of achievement of success learning objectives.⁴⁷

⁴⁷ (http://repository.uksw.edu/bitstream/123456789/5112/3/T2_942011032_BAB%20II.pdf, diakses 1 November 2015 jam 11.35 wib)

1. Inclusive Education

Inclusive education is an educational service that includes children with special need study together with normal children in regular schools. Sapon-Shevin while according to, inclusive education is an education service system requires children with special need study at nearby schools in regular classes with friends his age. The school accommodates all pupils in the same class, providing a decent education program, and challenging but tailored to each student's needs and abilities. Sapon-Shevin, according to education inclusive education service is a system that requires children with special need study with friends his age.

Thus, the school is required to adjust the curriculum, facilities and infrastructure, as well as a learning system that is applied with conditions of the learners. Education is not much known. Therefore, it needs further promotion. Some of the thinking underlying the implementing inclusive education includes:

- a. All children have equal rights not to discriminated and obtain quality education,
- b. All children have the ability to follow the lesson without seeing an abnormality and the defect,
- c. Differences is the amplifier in improving the quality of learning for all children,

- d. Schools and teachers have the ability to learn to respond to different learning needs.

The positive side of the inclusive education includes:

- a. Build awareness at once eliminate discriminatory attitudes and values,
- b. Minimizes the chance of children did not attend school,
- c. Minimizes the barriers children for school related physical abnormalities, social, and other issues against access and learning
- d. May involve and empower the community in planning and monitoring the quality of education for all children.

The inclusive school is the development of integrated education. At the school every child needs specifically, all trying to accomplish can be served optimally. This is done by performing a variety of modifications and or adjustments, ranging from curriculum, facilities and infrastructure, energy, education and educational learning systems, to the scoring system.

It is this inclusive potential in all schools, whether normal or special in need, can be optimized. The construction of this school is based on the fact that in the community there is a normal child and abnormally child that cannot be separated as a community. Thus, children in need of special should have equal opportunities in accessing education include getting educational services at the school.

The placement of children in need of special in the inclusive school can be done with a few models, i.e.:

a. Regular Class

In this model, children with special need is learning with normal children all day in a regular class by using the same curriculum

b. Regular Class with Cluster

With this model, the abnormally children study with other children in regular classes in the special group

c. Regular Class with pull out

Abnormally children study with another child in the regular classroom, but in certain times pulled from the source to the class to study with a teacher supervisor of special

d. Regular Class with cluster and pull out

In this model, children with special need study with other children in regular classes in the special group. In certain times, they pulled from the regular class room resources to learn with a teacher supervisor of special

e. Special classes with different integration

Children with special need study in special classes in regular schools, but in certain areas can learn together with other children (normal) in the regular classroom

f. Special class full

In this model, abnormally children learning in special classes in regular schools

Thus, not every child with special need required to be in the regular classroom by following all the subjects that exist. Some of them may be in a special room or space of therapy depends on the gradations of abnormalities that may be longer enough weight is in a special room of a regular space. As for the child with very heavy abnormalities gradations, more recommended to get an education at the outstanding school, not at the inclusive school.⁴⁸

2. Learning Activity at Inclusive School

Learning activities are at the core of the implementation of the curriculum. Quality education and quality graduates or heavily influenced by the quality of the learning activities. If the quality of good learning activities, can be predicted that the quality of graduates is good, or vice versa. Therefore, the implementation of learning activities must be well designed, adapted to the capacities and needs of each individual student and teacher competence, supported by the media, the source of the dna learning strategies that adequately, in accordance with the minimum service standard.

In an inclusive education the student organizers have heterogeneous, because learners in school for inclusive education

⁴⁸Geniofam, *Mengasuh dan Mensukseskan Anak Berkebutuhan Khusus* (Yogyakarta: Garailmu, 2010), page. 61-65.

providers in addition to the normal kids there is also a children in need special. Learners in need of this special features a diversity of both physical abnormalities, intellectual, social, emotional, and sensory or neurological.

Learning in school education providers the ability of their students an inclusive heterogeneous, in contrast to learning in public schools that have the capability of homogeneous. Generally, teachers are generally not prepared to teach students who experience the disorder or in need of special, so often times experience difficulties when dealing with children in need of special.⁴⁹ The stage of learning activity at inclusive school, there are:

a. Learning Plan

Learning activities should be designed according to the needs of learners, ability and characteristics of learners, as well as refer to the curriculum that was developed.

In general, inclusive schools using the same curriculum with regular schools. What is meant by the use of the curriculum here is the use of standard contents (SI) standard and competence of graduates (SKL) similar to public schools published by BSNP. The syllabus and the lesson plan (RPP) used in school inclusion are generally the same. This means that most of the teachers in the school's inclusion hardly distinguish lesson plan for public and

⁴⁹ *Pedoman Khusus Penyelenggaraan Pendidikan Inklusif Kegiatan Pembelajaran* (Jakarta: Tidak Ada Penerbit, 2007), page. 6-7.

students for students children in need special. Although his same lesson plan, however in practice, for the children in need special applying standards that are lower than with a standard given to other learners. However, due to the different characteristics of the participant his protégé, some lesson program plan prepared. Moreover, the characteristics of each learners in need very specific and special individual, therefore should the lesson program is structured based on the individual needs of learners concerned.⁵⁰ According to Philip Commb's, planning teaching is a rational application of the systematic analysis of the developmental process of education with the goal of keeping education it more effectively and efficiently in accordance with the needs and goals of the pupils and the community.

In General, a few things need to be planned in the activity of learning at the school inclusive:

- 1) Inclusive school teachers develop learning device (Syllabus and lesson plan) taking into account the individual differences.
- 2) Drafting device of learning (Syllabus, lesson plan, LP, and material) for children in special need considering the results of the assessment and feedback involving related parties, such as teacher special assist (GPK), psychologists, physicians, and parents and others)

⁵⁰ *Ibid*, page. 106-107

- 3) learners who have special talents and intelligence using a curriculum accommodating fit characteristics and its potential.⁵¹

In detail, the things that need to be observed in designing learning activities at school include inclusive education providers such as below.

- 1) Goal setting
- 2) Classroom management Plan; includes a set of physical and social environments
- 3) Sets and organizing materials/material, the topic what is taught to learners
- 4) Planned strategy approach to learning activities; What kind of activities, whether learners have the opportunity to play an active role in learning
- 5) procedures plan the learning activities); How to form and order of its activity, whether that activity is appropriate for all learners, and how students take notes, documenting, and showing the results of his studies
- 6) Plan the use of resources and media learning, where learning resources that will be used, what media is appropriate and does not harm the learners

⁵¹ *Pedoman Umum Penyelenggaraan Pendidikan Inklusif* (Jakarta: Tidak Ada Penerbit , 2011), page. 28.

7) Planned assessment; How do learners have completed its task in a learning process, and what forms of follow-up the diingankan setting.⁵²

b. Implementation of Learning

Implementation is the process of learning activities learning and teaching. Implementation of the learning activities include three principal activities, namely preliminary activities or apersepsi, core activities, and closing activities. On apersepsi activities, teachers are required to uplifting and inspiring to the learners. On a core activity, the teacher presents the material/learning materials, implements or media sources, methods of study, and exercise that suits your abilities and characteristics of students, as well as in accordance with specified competencies, encourage students to engage actively, demonstrating mastery of the subject matter and relevance in life, learning to manage a group of cooperative and collaborative, and nurture interpersonal relationships, be open, tolerant, and sympathy towards students , showing excitement, and manage interpersonal interaction.⁵³

Implementation of the learning activities in inclusive settings is generally the same as the implementation of the activities of learning in the classroom. However, as in the setting of inclusive

⁵² *Pedoman Khusus Penyelenggaraan Pendidikan Inklusif Kegiatan Pembelajaran* (Jakarta: Tidak Ada Penerbit, 2007), page. 8

⁵³ Dadang Garnida, *Pengantar Pendidikan Inklusif*, (Bandung: PT Refika Aditama, 2015), page. 113

there are learners who are very heterogeneous, then in the activities of the lesson that in addition to applying the General principles should also implement specific principles in accordance with the abnormalities of learners.

Learning activities in inclusive settings will be different both in strategy, media, events, and methods. In inclusive settings, the teacher should be able to accommodate all the needs of the students in the class in question including helping them gain an understanding of their learning style to suit each.

Barriers to learning can be derived from the difficulty of determining the strategies of learning and other learning methods as a result of biological factors, psychologist, environment, or a combination of several factors. As an example of sensory disturbances such as loss of vision or hearing, an obstacle in obtaining input from the outside. Minimal brain dysfunction may be quite serious repercussions against concentration.

Implementation of the learning activities on certain classes of models may vary by implementation of learning activities on the model class. On the model of regular classes, learning materials among children with normal children may not differ significantly; but in a regular classroom with cluster models, learning materials between outstanding students with normal students usually are not the same, even among fellow students outstanding can vary.

Therefore, after you set an incredible student placement models, generally needs to be done next in the implementation of the inclusive classroom learning activities among other things like below.

- 1) Teachers organize classes according to needs learners in an inclusive classroom settings
- 2) Teachers deliver learning refers to the standard process (elaboration, exploration, confirmation) by applying the strategies varied pakem according the characteristics and needs of the diverse learners
- 3) teachers use learning media varies according to the needs of diverse learners
- 4) Teacher gives assignments and worksheets or the diverse students in accordance with the characteristics and needs

Teachers perform the assessment process and the results of an extensive and continuous learning with the principle of flexibility.⁵⁴

In detail, the next thing to do in the implementation of the inclusive classroom learning activities among others

- 1) Communication with Students
 - a) Doing apersepsi
 - b) Explaining learning objectivities

⁵⁴ *Pedoman Umum Penyelenggaraan Pendidikan Inklusif* (Jakarta: Tidak Ada Penerbit , 2011), page. 28-29

- c) Explaining the material
 - d) Clarifying of explanation if students falls understanding
 - e) Responding to the student's question
 - f) Closing (example make resume, conclusion, etc)
- 2) Implementation of method, learning source, and exam material that agree with learning objectives
- a) Using variety learning method (example lecture, ask, discussion, task, etc)
 - b) Using some learning source (example globe, photo, something that concrete, imitation, environment, etc)
 - c) Giving task or examination with seeing different of individual
 - d) Using tongue expression and write explanation that can easily students to understanding that matter
- 3) Encourages students to get involved actively
- a) Gives the opportunity to students to engage actively (for example, by asking a question, give a specific task, performing experiments, discuss in pairs or in small groups, study berkooperatif)
 - b) Gives reinforcement to students to continue to engage actively
 - c) Provide enrichment (additional tasks) to students who are clever

- d) Provide specific exercises (remedial) for students who are deemed to need
- 4) Demonstrates a mastery of the material and its relevance in the life
 - a) Demonstrating mastery of the subject matter (no doubt); by using the appropriate media
 - b) Explains its relevance the subject matter being studied with everyday life
- 5) Manage time, study room, and teaching supplies
 - a) Uses time effectively teaching in accordance with the planned
 - b) Manage the classroom according to the characteristics of students and learning objectives
 - c) Using teaching materials (e.g. teaching material) for efficient
 - d) Using equipment teaching (for example equipment experiment) effectively and efficiently

6) Manage learning groups and cooperative

Effective learning means combines various approaches in learning tailored to the needs of learners. Learning like this wished can make the class more vibrant, challenging and fun.

Various approaches in the Group:

- a) Learning directly on the whole class

This approach is suited to introduce various topic. Teachers prepare some questions to be answered learners in accordance with its ability. Teachers can use the class to tell stories or demonstrate their works such as poetry, songs, telling stories or put a game together. Teachers should strive to create a learning strategy with appropriate material that can accommodate all diversity. To be able to encourage all active students, teachers can give different tasks on each group or give the same task with a different expected results.

b) Individual Learning

Individual learning is given on certain students to help them complete the problem as in the gifted learners by encouraging their giving more challenging tasks

c) For small group Learning

The teacher divides the learners in small groups with the use of effective strategies that can meet all the needs of the learners. Teachers can encourage learners to work more cooperative.

According to Dadang Garnida, the learning process in school inclusion, in addition to special learners in need of classical learning was also studied on an individual basis, called One to One Teaching. One to one learning sessions are conducted in a special

study room individually at the time of a child in need of that special needs it. When the children are in need of that special starting to get acclimated, he returned again to the General class. Space used to study individually referred to a special room. If indoors has a variety of equipment or media for learning children in need special space could be said to be the source of the space or spaces of LSD or Learning Support Development. One student will learn with a teacher (which supervise the students concerned are fashioned in a specified period of time).⁵⁵

c. Evaluation and Follow Up

Evaluation/assessment is a systematic process of information gathering, analyzing, and interpreting that information, to make decisions, either in the form of numbers (the test results) and/or narrative description (observations). A systematic process of evaluation/assessment covers, stages of planning, information gathering accompanied evidence of achievement of the learning results, reporting, and use of information the results of the learning learners. Assessment/evaluation includes an assessment of the processes and products. The assessment procedure includes an assessment: the written, attitude, performance/product, portfolio, projects, and performance (performance). Model of evaluation/assessment of inclusive school must be adapted to the

⁵⁵ Dadang Garnida, *Pengantar Pendidikan Inklusif*, (Bandung: PT Refika Aditama, 2015), page. 113-114

type of the type of the used curriculum (curriculum standards and accommodating). The description of the valuation models in school inclusion appears in the following table.⁵⁶

Table 2.2 Model of Evaluation in Inclusive School

No	Types of Curriculum	Students	Evaluation
1	Curriculum Standard National	Public and learners in need which have the potential for above average intelligence and average	1. Without modification 2. Modifications in accordance with types of abnormalities of the learners
2	Accommodation Curriculum	Students in need of special that has the potential of intelligence under the average	Adapted to the type and level of ability

- 1) Conducts an assessment of learning activities taking place during the process (whether oral, written, or observations)
- 2) Held a follow-up assessment results. Follow-up was held for the way out so that the targeted competencies achieved.⁵⁷

⁵⁶ *Pedoman Umum Penyelenggaraan Pendidikan Inklusif* (Jakarta: Tidak Ada Penerbit, 2011), page. 29.

⁵⁷ *Pedoman Khusus Penyelenggaraan Pendidikan Inklusif Kegiatan Pembelajaran* (Jakarta: Tidak Ada Penerbit, 2007), page. 27.

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Research Design

This research expose or describe what that observed in the field in the form of words, that describes the results of observations about mathematics learning on slow learner at inclusive school, then the approach used in this research is descriptive qualitative approach. As according to Lexy Moleong that qualitative research is a research procedure that generates descriptive data in the form of the written word or spoken of people and behavior that can be observed.⁵⁸

Descriptive research aims to describe anything that is currently in effect. Inside are the efforts of describing, recording, analysis and interpret the conditions now this happened or there is.⁵⁹ By Suharsimi Arikunto, confirmed that the descriptive research is not meant to test certain hypotheses, but only describe what it is about something variable, symptoms, or the condition.⁶⁰ In this research, researcher describe how is model of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang from the results of the interview, observation, and documentation.

As the definition of qualitative research that intends to understand the phenomenon of what is experienced by the subject for example behaviors,

⁵⁸ Lexy Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya, 2002),page. 4.

⁵⁹ Mardalis, *Metode Penelitian (Suatu Pendekatan Proposal)* (Jakarta: Bumi Aksara, Cet VIII: 2006), page. 26.

⁶⁰ Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), page. 186.

perceptions, motivations, actions, etc., in a holistic manner, and the description in the form of words and language, in a special natural context and by utilizing various methods of natural.⁶¹ This research seeks to understand: *first*, the planning of learning in the regular class and source room that includes the annual program, semester program, syllabus, and lesson plan. *Second*, The implementation of learning step in regular class and source room that includes a introduction, core activity, and closer. *Third*, the evaluation step in the regular class and source room that includes assessment technique and follow up mathematics learning activity, especially for slow learner.

B. Attendance of the Researcher

On qualitative research, the presence of researcher in the field is absolutely necessary. Researcher or with the help of others is the main data collecting tool. Researcher that is determines the overall scenario of research. According to Nasution, the researcher is key instrument or main research tool. Researcher held his own observation or interviews not structured, often just use the notebook. Only the human being as an instrument able to understand the meaning of human interaction, reading the motion of the face, as well as explore feelings and values contained in speech or conduct of the respondent. Although used the recording or camera tools, researcher remain in a major role as a research tool.⁶²

⁶¹ Lexy Moleong, *op.cit.*, page. 6.

⁶² *Ibid.*, page. 43.

In this study researcher conducted during what is:

1. Doing consultancy with the head master of State Primary School Ketawanggede Malang, to convey purpose of the research
2. Doing meeting with headmaster, teacher of mathematics, teacher of special escort State Primary School Ketawanggede Malang to determine steps of research and research schedule
3. Doing activity to data collection directly in the field, include observation data and documentation at State Primary School Ketawanggede Malang
4. Doing direct interview with headmaster, teachers, teacher special assist, and shadow at State Primary School Ketawanggede Malang.

This research was carried out with the best, deep, and assured its validity.

In accordance with the opinion of the Lexy Moleong, that in position of researcher on qualitative research is a planner, executor gatherer of data, analysis, data interpreter and eventually became the reporter research results.⁶³

C. Setting of the Research

This research conducted at inclusive school State Primary School Ketawanggede Malang that location at Kerto Leksono No. 93D Malang. As inclusive school, State Primary School Ketawanggede Malang provide education serve to regular students and children in special need in accordance with the need and characteristics. Children in special need at state primary school Ketawanggede Malang there are slow learner, autism, disgrafia, mental retardation, dyslexia, etc. Children in special need join learning with regular

⁶³ *Ibid.*, page. 122.

students and the teacher in the class. The selection of this school for research because this school is one of the primary schools in the city of Malang, who organizes the educational system of inclusion.

Research on model of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang conducted in 1st-A grade and 5th-B grade because researchers want to describe a model of mathematics learning on slow learner in high grade and low grade.

D. Data and Data Sources

The data in this research is the description or real materials that can be set as evidence and the basis material of the study. While the data source is a subject where is data obtained.⁶⁴ In qualitative research, data collected in the form of words. As according to Lexy Moleong, he suggests that the primary data source in a qualitative research is the words, and actions, the rest is additional data such as documents and archives.⁶⁵ In this research, the data required by the researchers is the data related to the model of mathematics learning on slow learner at inclusive school, whether data in the form of words, actions, or writing.

The data obtained are descriptive such as personal documents, field notes, the action of respondents, documents, and others. Like Nasution explained, on

⁶⁴ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan dan Praktis* (Bandung: Rosdakarya, 2006), page.79.

⁶⁵ Lexy Moleong, *op.cit.*, page. 157.

this research was worked gathered descriptive data more that became in the form of reports and descriptions.⁶⁶

There are two kinds of data, are:

- a. Primary data: the data are collected directly by the researcher from the first source.⁶⁷ On this research, the primary data obtained from the results of interview with headmaster, teachers, teacher special assist and shadow.
- b. Secondary Data: additional data related to the research, usually in the form of documents and archives. In this research the secondary data required are:
 - 1) Profile of State Primary School Ketawanggede Malang
 - 2) Location of State Primary School Ketawanggede Malang
 - 3) Vision, mission, goals, and motto of school State Primary School Ketawanggede Malang
 - 4) Condition of teachers and employees
 - 5) Condition of students
 - 6) Condition of facilities and infrastructure
 - 7) Photo of mathematics learning activities

In connection with that, Lexy Moleong stating that the data source is divided into words and action, written sources, photos. In this research, the primary data source of a form of words gleaned from interviews with the informant that related with the model of planning, implementation, and

⁶⁶Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), page. 43.

⁶⁷Sumardi Suryabrata, *Metodologi Penelitian* (Jakarta: Raja Grafindo, 1998), page. 84.

evaluation of the mathematics learning on slow learner. Researcher can obtain these data directly through the interview with the data source, as follows:

- a. Head master at State Primary School Ketawanggede Malang
- b. Teachers on first grade and fifth grade at State Primary School Ketawanggede Malang
- c. Teachers Special Assist at State Primary School Ketawanggede Malang
- d. Shadow (Counselor for each students in special need) at State Primary School Ketawanggede Malang

The reason of informant as data source selected is they as subject who directly mixed up with model of mathematics learning on slow learner, they also know about problem that will researched directly, and they more understood some valid information about model of mathematics learning on slow learner at inclusive school. This research process will stop after researcher get consistent information from one informant and the other informant and also the informant was feel saturation.

E. Data Collection

To get valid data, so researcher must use some procedure to take the data, there are:

- a. Interview

Interview is the technique to collect data that used researcher to get spoken information by conversation and face to face with someone who can give information to researcher.⁶⁸ While according to Lexy Moleong,

⁶⁸ Mardalis, *Metode Penelitian (Suatu Pendekatan Proposal)* (Jakarta: Bumi Aksara, Cet VIII:

interview is dialogue that has purpose and doing by two persons is interviewer who gives question and respondent who answer the question.⁶⁹

In this study, interviews were conducted against the informants were selected as the data source, i.e. headmaster, teacher 1st-A grade and 5th-B, Teacher Special Assist, and shadow. This type of interview used in these studies varied, depending on the setting, the importance of information and also the informant. This type of interview conducted researchers against the informant i.e. informal talks, interviews with open structured or unstructured information to delve deeply into.

In this research, researcher work to find the information about model of mathematics learning on slow learner at inclusive school include two components, there are planning, implementation, and evaluation or follow up.

b. Observation

Observation is a directly observation to student with saw his behavior on group learning, work together and communicate between students, so researcher get description about atmosphere, both in the class or out the class. Observation method can mean as systematical note about phenomena that observed.⁷⁰ In this observation, in addition researcher doing observation to real condition or indication in the field and observer will directly observation, also as actor and participant that join at teaching learning process.

2006), page. 64.

⁶⁹ Lexy Moleong, *op.cit.*, page. 186.

⁷⁰ Soetrisno Hadi, *Metodologi Research* (Yogyakarta: Andi Offset, 1994), page. 136.

This observation was did by researcher during research to get the deep data about process of mathematics learning on slow learner at the class or special room, method and media that used by teacher, guidance to slow learner at guidance room, and condition or school and class area. There is observation directive have prepared by researcher. There is observation directive have prepared by researcher:

- 1) Focus Observation : The implementation of mathematics learning on slow learners at regular class and source room
- 2) Category : Mathematics Learning Process at regular class and source room
- 3) Data : Implementation and evaluation or follow up mathematics learning on slow learners at regular class and source room
- 4) The observation time: starting on March until Mei
- 5) The observation place: at state primary school Ketawanggede Malang on first grade and fifth grade
- 6) Someone who participates: Teachers, teacher special assist, slow learners first grade and fifth grade.

c. Documentation

Documentation is every writing material or film. Technique data collection is document used in research as secondary data source that can used to adding data to support information from the other sources. The collection data tool there is personal document and formal document.⁷¹

⁷¹ *Ibid.*, page. 217.

Personal document is note about action, experience, and believes. In this research, researcher need personal document from headmaster, teacher first grade and fifth grade, teacher special assist. While formal document divide to internal document and external document. Internal document like announcement, memo, instruction, Rule of society institute that used in private arena. While external document is information material that resulted from institution like magazine, bulletin or notification from social media. With this technique, researcher gets information from some sources that are informant or research place.

There are some documents that needed are:

- 1) Curriculum and learning data
 - a) Academic Calender 2015/2016
 - b) Schedule of lesson
 - c) Lesson Plan
 - d) Archive of learning evaluation slow learner (school report card and archive of slow learner score)
 - e) Student work paper of slow learner there are student task, student exercise or note of student learning activity
 - f) Schedule of guidance activity for children in special need
- 2) Data of school
 - a) School profile
 - b) School location
 - c) Vision, mision, and school general purpose

- d) School Motto
- 3) Students Data
 - a) Total class and students
 - b) Total slow learners
- 4) Worker Data
 - a) Data of teachers
 - b) Data of teacher special assist
 - c) Data of teacher 1st-A dan 5th-B grade
 - d) Structure organization
- 5) Tools and infrastructures
 - a) School build, class room, source room, etc
 - b) Another learning facility like computer, LCD, Laptop and other
- 6) School History
 - a) Note of school development to inclusive school
 - b) School accreditation
- 7) And other that relate with focus the research

F. Data Analysis

Data analysis according to Bogdan & Biklen extracted Moleong is effort that work with data, data organization, selecting be unit that can managed, synthesis, find and found the pattern, found what that important and what that learned, and decide what that can tell to other people.⁷²

⁷² *Ibid.*, page. 248.

Data analysis in research does during and after data collection. According to Matthew B. Miles and A. Michael Huberman, there are three activities in data analysis, are:

- a. Data reduction is selection process, focusing the attention, simplification, abstraction and transformation hard data that appear from writing notes in the field.⁷³ In this matter, data of interview result and observation about the model of mathematics learning on slow learners at inclusive school is selected, grouped, and simplified. Data collection is appropriate with focus the research.
- b. Display data is the set compiled information that give possibility are taking conclusion and action.⁷⁴ In this matter, data presentation did to be easily researcher to understand the data that have gotten so can take conclusion. In addition, researcher will can also more easily to determine what must do. Data presentation can be form graphic, chart, diagram, or other. In this research, data that presented is data about model of mathematics learning on slow learners at inclusive school.
- c. Verification or take conclusion is an activity that did to examine the truth, data agreement. In this matter, data that have presented in some form, then took conclusion and must examined the truth, strength, and agreement.

Have saying three matter prime, are data reduction, data presentation, and take conclusion or verification as something that wreathe on before,

⁷³ Matthew B. Miles & A. Michael Huberman, *Analisis Data Kualitatif: Buku Sumber tentang Metode-Metode Baru*, Penj: Tjetjep Rohendi Rohidi (Jakarta: UI Press, 1992), page. 16.

⁷⁴ *Ibid.*, page. 17.

during, and after data collection in parallel form, to build general perception that is analysis.⁷⁵

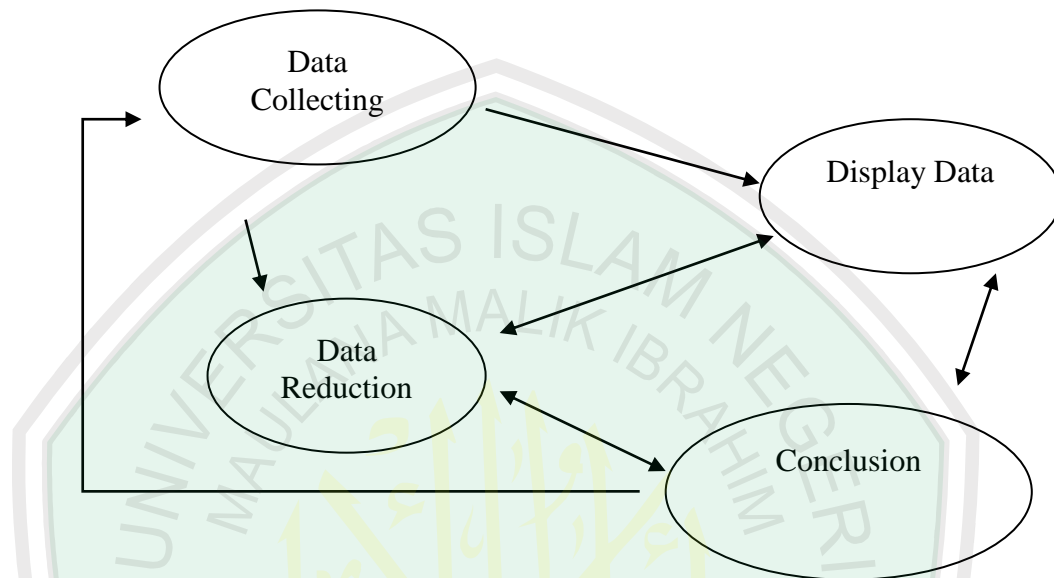


Figure 3.1 Data Analysis Interactive Model

Have saying three matter prime, are data reduction, data presentation, and take conclusion or verification as something that wreathe on before, during, and after data collection in parallel form, to build general perception that is analysis.

G. Data Validity

In qualitative research, credibility on result of research examined based on credibility, dependability, confirm ability, and transferability. Based on Moleong, as criteria of research result credibility in qualitative research method, there are four criteria that used, are credibility, transferability, dependability, confirm ability.

⁷⁵*Ibid.*,

Data validity in this research determined with used criteria there are:

- a. Credibility, so researcher doing testing data validity of research result with the way:

- 1) Diligence of observation, is organize observation be careful and detail with continuous so that can get deep the data. In the other word, diligence of observation is prepared the depth.⁷⁶ Diligence of this observation conducted as effort of researcher to do recur and continue observation in period of time that with researcher hope so that can see the data and information and phenomena more carefully, detail and deeply. In this matter, researcher doing observation at state primary school Ketawanggede Malang about the model of mathematics learning on slow learners at inclusive school.

- 2) Triangulation is technique investigation of data validity that exploit the other something out data to necessity checking or as standard comparison on the data. Triangulation technique more many used was by other source.⁷⁷ Triangulation with the source used for the checking of the validity of data by utilizing a variety of data sources or informants. The data comes from one informant with another informant will be matched as a consideration to obtain valid data. In this case the researchers use triangulation source, i.e. checking of the data originating from the headmaster will be

⁷⁶ *Ibid.*, page. 329-330.

⁷⁷ *Ibid.*, page. 330.

matched with the data that comes from teacher special assist, teachers, and shadow. In addition, researchers also use triangulation methods of data collection the data comparing the observations with data the results of the interview. The data referred to in this case i.e. data about the learning of mathematics on slow learner at inclusive school state primary school Ketawanggede Malang.

- 3) There is material of reference is there are supporter to prove the data that have found by researcher. In this matter, researcher is writing and saving data during do research, especially the data of interview record and photos about model of mathematics learning on slow learner at inclusive school.

b. Dependability

This technique used to minimization or avoid occur the mistake in conclude and data interpret. In this matter, data that have gotten by research about model of mathematics learning on slow learner at inclusive school state primary school Ketawanggede Malang will audited by guide lecturer, is Dr. Esa Nur Wahyuni, M.Pd.

c. Confirm ability

This technique conducted with examination research result, related with the process that conducted. In this matter, research result about model of mathematics learning on slow learner at inclusive school

state primary school Ketawanggede Malang will checked by informants at state primary school Ketawanggede Malang.

H. Research Procedure

In qualitative research, according to J Moleong there are three steps that must conducted, are: pre field research, field activity research, and data analysis step. This steps can explained are:

a. Pre Field Research

In this step that conducted by researcher are:

1) Arrange research plan and select the field,

Before in the field, researcher arrange research plan the first. And then, researcher is selects the school that agree with research plan. In this matter, research plan that selected by researcher about model of mathematics learning on slow learner at inclusive school state primary school Ketawanggede Malang. Researcher is selects school that agree with research plan, is state primary school Ketawanggede Malang.

2) Manage the license,

Researcher is manages the license from faculty to school that selected to researched is state primary school Ketawanggede Malang about model of mathematics learning on slow learner at inclusive school.

3) Probe and scoring the field condition,

Researcher start from probe the field and exploit situation to make assessment on field condition is state primary school Ketawanggede Malang condition.

4) Selection and exploit the information,

Researcher can start from choose and exploit information that needed by researcher from school side about the model of mathematics learning on slow learner at inclusive school.

5) Prepare of research tool,

Prepare research tool need to do by researcher so that researcher can show readiness to go to field. The research tool there is tape recorder, note book, ball point, paper, and other.

6) Pay attention of research ethic.

Every area has each ethic and norm. Doing research, researcher as instrument related directly with other people or subjects the research so that researcher must can understand and respect on ethic and norm in the field that researched.

b. Field Work Step

In this step, researcher doing:

1) Understand background the research and prepare self,

Researcher need understand background the research so that can prepare the self and determine techniques that would use on

research. Researcher is better decides the self as researcher that knew or didn't knew.

2) Enter the field,

During in the field, researcher is better wreathe good relate with subject so that researcher get the objective data. In addition it, researcher also must join activity in the field.

3) Have a role while data.

During research, researcher has a role on activity in the field all at once while doing activity of data collection, so that researcher must prepare the tools that needed and must adept.

c. Data Analysis Step

Data analysis is process to find and arrange systematically data that got from interview, observation, documentation, and the other materials result so that can understand easily by other people. This step doing researcher agree with the way that have determined before that.

From some explanation of data above, can saw in the chart:

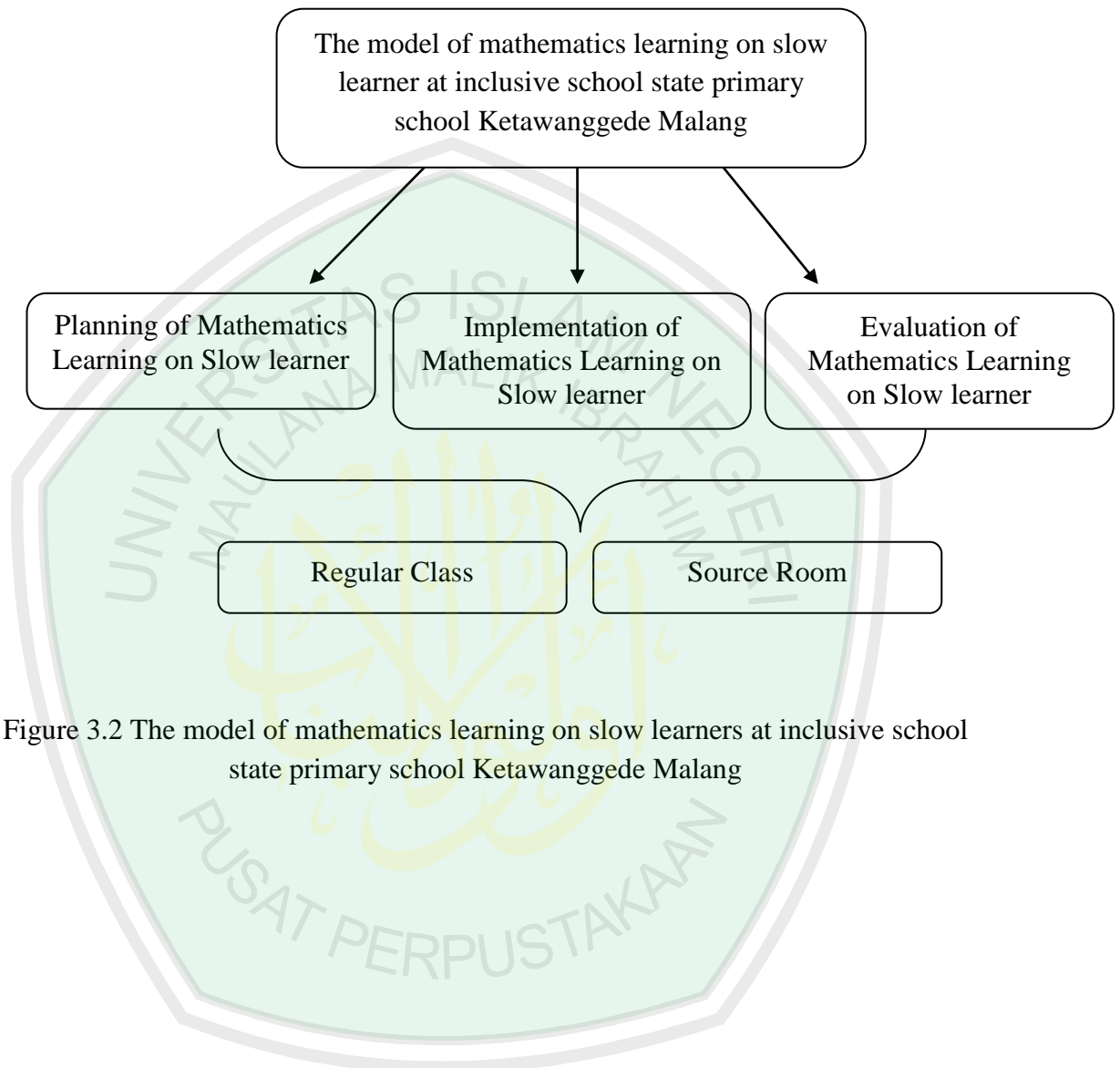


Figure 3.2 The model of mathematics learning on slow learners at inclusive school state primary school Ketawanggede Malang

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

In this chapter, will be described of data exposure and research findings that has been obtained by researcher during research at State Primary School Ketawanggede Malang which include background of research objects and things related to the focus of the research. This research has goals to get general description about the learning of mathematics on slow learner at inclusive school, starting from planning, implementation, and evaluation. Here is an exposure data and research findings which have been obtained by researcher, there are:

A. Description of Research Object

1. Profile of State Primary School Ketawanggede Malang

School Name	:	SDN Ketawanggede
School Prime Number	:	100130
School Statistic Number	:	101056104026
NPSN	:	20533987
School Address	:	Jl. Kerto Leksono No. 93 D
Village	:	Ketawanggede
Subdistrict	:	Lowokwaru
City	:	Malang
Province	:	Jatim
Pos Code	:	65145
Telp.	:	(0341) 551615

School Status	:	State	
Value of Accreditation	:	A	
Year of Accreditation	:	2012	
SK Publisher	:	Major Malang	
Year of Build	:	1981	
Year of Change	:	2013	
Change SK	:	188.45/46/37.73.112/2013	about regrouping SDN ketawanggede I and II be regroup SDN Ketawanggede

2. Vision, Mision, Purpose, and Motto State Primary School Ketawanggede Malang

a. Vision

Harmonious generation excel in achievement, good behavior and environment cultured

b. Mision

- Develop a school culture based on the IMTAQ so that can master IPTEKS
- Achievement of academic and non academic
- Maximize the potential learners and educators towards superior school
- Develop a school culture of healthy and environment civilized school
- Develop a conditioning to achieve excellent character

- Realizing environment-friendly school so it can be motivator the public.

c. Purpose

- Develop the teaching of religion as a result of the process of learning and self development which corresponds to class action
- Increase the value of the average values of the academic achievements of students
- Improve quality learning process
- Organizes the education and learning that is principled education for all
- Organizes the school management is effective, participatory, transparent and accountable.

d. Motto

Nothing Day without Achievement

3. History of State Primary School Ketawanggede Malang

State Primary School Ketawanggede is result of regrouping from State Primary School Ketawanggede I and State Primary School Ketawanggede II on 2013 because from year to year increasing community education awareness particularly in the area of the ketawanggede village but total of students in State Primary School Ketawanggede I and State Primary School Ketawanggede II starting decreased so based on SK of mayor 188.45/46/37.73.112/2013 State Primary School Ketawanggede I and

Ketawanggede II Regroup be State Primary School Ketawanggede until now.

The name of people who ever be head master on State Primary School Ketawanggede Malang :

Table 4.1 List of Headmaster State Primary School Ketawanggede Malang

Headmaster SDN Ketawanggede I	Term of Office	Headmaster SDN Ketawanggede II	Term of Office
Dra. Anita Rosmaria, M.Pd	2010-2012	Rusmiati, M.Pd	2010-2012
Bambang Suryadi, S.Pd	02 Januari 2013 - now		

4. School Location

SDN Ketawanggede there are among big university in Malang there are: Unibraw, UIN, ITN and UM, the address on Jl. Kerto Leksono No. 93D Malang.

5. Teaching Department

Developments and changes that occur in the life of society, nation and State in Indonesia is inseparable from global effects, the development of science and technology. The developments occurred continuously in this demanding need for improvement of the national education system, including the refinement of the curriculum for the realization of a society that was able to compete and menyesuaikan yourself with the changing times.

On the basis of the demands of the community as it embodies the necessary efforts of educational enhancement so that the required school

curriculum which is based on policies that poured in PP 19 as of 2005 about National Education Standards and Permen No. 22 tahun 2006.

Based on these policies, State Primary School Ketawanggede using 2013 curriculum hosted by PAIKEM learning. In performing the KBM, most already make use of media-based learning IT, among other things, Interactive CD Program learning Animation



B. Research Findings

1. Planning of Mathematics Learning on Slow learners at Inclusive School State Primary School Ketawanggede Malang

Before doing the activity of learning, there is some planning prepared by teachers such as setting up a learning device like annual program, semester program, syllabus, lesson plan, etc. In State Primary School Ketawanggede, teachers have prepared annual program, semester program, syllabus, lesson plan. In State Primary School Ketawanggede Malang, teachers prepare annual program, semester program, syllabus same with in regular schools. Only the modified of lesson plan by Teacher Special Assist adapt to abilities and needs of slow learner. In accordance with the statement of Titi Setiani, SE. She said “Disini saya dibantu GPK untuk membuat RPP modifikasi. Tapi untuk prota, promes, silabus saya buat yang biasa.”⁷⁸

For more details, the devices of learning in inclusive school, among others:

a. Annual Program, Semester Program, and Syllabus

Learning devices in the form of annual program, semester program, and the syllabus in inclusive school State Primary School Ketawanggede this is same with regular school in general. Specificity in its curriculum and lesson plan are tailored to the capabilities of each

⁷⁸ Interview with Titi Setiani, teacher of 1st-A grade at State Primary School Ketawanggede Malang, on April 12, 2016.

slow learner. As the statement of Sumiani, S.Pd as teacher 5th-B grade, she said:

Saya ya membuat prota, promes, silabus, RPP. Ya semua perangkat pembelajaran itu, tapi saya membuatnya yang secara umum untuk siswa regular. Baru nanti RPP-nya yang saya diskusikan dengan GPK karena RPP berhubungan langsung dengan apa yang kita lakukan ketika mengajar⁷⁹

In accordance with the documentation of the annual program, semester program, syllabus and lesson plan made by teacher 5th-B grade. Only the lesson plan contained specialization for slow learner. As for the annual program, semester program and syllabus, teacher made for regular students in General.⁸⁰

Dewi martia ningsih, S.Psi as Teacher Special Assist State Primary School Ketawanggede Malang added “Saya tidak membuat prota, promes, dan silabus khusus untuk siswa slow learner. RPPnya saja yang dimodifikasi sesuai kemampuan siswa”⁸¹

Thus, learning device annual program, semester program and syllabus between slow learner with regular students nothing differences. Only the existing lesson plan modified or individually adapt to students ability.

⁷⁹ Interview with Sumiani, teacher of 5th-B grade at State Primary School Ketawanggede Malang, on April 15, 2016.

⁸⁰ Documentation of annual program, semester program, syllabus and lesson plan at State Primary School Ketawanggede Malang

⁸¹ Interview with Dewi Martia Ningsih, GPK at State Primary School Ketawanggede Malang, on April 15, 2016.

b. Lesson Plan

The model of learning in inclusive school State Primary School Ketawanggede Malang in regular class and source room so teachers prepared two lesson plan i.e. lesson plan for learning in regular class and individually lesson plan for individual learning in source room. Lesson plan was prepared by the teacher of class while the individually lesson plan prepared by Teacher Special Assist discussing with teacher of class. Furthermore, the individually lesson plan that is used in the source room can be used to learning on slow learner in regular class through the modification with the lesson plan for regular students.

Individually lesson plan is made by Teacher Special Assist by adjusting the material and the ability of children in regular class, so the Teacher Special Assist need to discuss with the teacher of class about development or ability of slow learner when learning in regular class. Teacher Special Assist make individually lesson plan to learning at the source room. In addition, the Teacher Special Assist also makes the individually lesson plan for slow learner when learning in regular class so that the teacher of class can know progression and ability of slow learner. Dewi Martia Ningsih, S.Psi as Teacher Special Assist said:

Sebenarnya gini anak itu dia saya buat RPP di kelas regular juga terus RPP itu saya pakai juga untuk belajar di ruang sumber. Buat RPP kan guru kelasnya pasti buat RPP. Cuma kalau anak kayak gitu kan RPPnya harus disederhanakan misalnya indikator ini tuh tentang mengenal anggota tubuh nanti itu dibuat ke RPP regular diblok merah itu untuk anak yang berkebutuhan khusus. Jadi kalau misalnya dia nggak masuk di kelas saya, guru kelasnya tetap bisa menghendel anaknya. Tau materinya tentang apa itu tau.

Kalau anak yang kemampuannya sangat jauh dengan anak regular maka saya buat RPP yang benar-benar individual. Soalnya materinya jauh dari anak regular seusianya⁸²

In addition to making the individually lesson plan to learning at the source room, the Teacher Special Assist also helps the teacher of class in making the individually lesson plan to slow learner in regular class. So when slow learner learning in regular class along with a teacher of class, teacher of class already knows slow learner ability and knowing what material should be taught on slow learner at regular class. For slow learner that has ability far away with friends, then made individually lesson plan according to his ability.

It is revealed by Anisa as Teacher Special Assist, she says:

Untuk RPP PPI itu jadi kalo anak-anak yang masih bisa mengikuti indikator-indikator untuk anak yang regular, dia ikut yang regular tapi ada penyederhanaan materi. Tapi kalau seumpamanya nggak bisa harus program pembelajaran individu, ya dibuatkan program pembelajaran individu sendiri⁸³

In accordance with documentation of lesson plan in state primary school Ketawanggede Malang. There is special indicator and special activity for slow learner that adapt to ability of each slow learner.⁸⁴

All of activity that explained on lesson plan, there is some activity that doesn't by teacher of the class and Teacher Special Assist because teacher adapt to condition and ability of slow learner in learning activity. Teacher prepared material for slow learner on lesson plan but

⁸² Interview with Dewi Martia Ningsih, GPK State Primary School Ketawanggede Malang, on April 15, 2016.

⁸³ Interview with Anisa, GPK State Primary School Ketawanggede Malang, on April 14, 2016.

⁸⁴ Documentation of lesson plan State Primary School Ketawanggede Malang

in learning activity, slow learner can't join that material, so teacher change the material adapt to ability of slow learner in the class.⁸⁵

Based on interview with Titi Setiani, SE as Teacher Special Assist, she said:

Ya memang RPP itu sebagai rencana yang sebisa mungkin kita lakukan tapi karena kalau ABK kan berbeda dengan siswa lainnya sehingga mengajarnya pun berbeda. Kalau mengajar siswa regular masih bisa mulus lancar tapi kalau ABK banyak hambatannya misalnya kemampuannya ternyata menurun atau tidak sesuai dengan rencana jadi tidak boleh dipaksa. Harus menyesuaikan dengan kemampuan anaknya⁸⁶

On made lesson plan, teacher of special escort to refer to teacher book and student book. From that, teacher of special escort modification adapt to assessment result and with student ability. Based on interview result with Dewi Martia Ningsih, S.Psi as Teacher Special Assist, she said that “untuk membuat perencanaan pembelajaran terutama RPP ya saya pakai buku guru dan buku siswa kemudian dimodifikasi sesuai kemampuan siswa”⁸⁷

In accordance with documentation of lesson plan in state primary school Ketawanggede Malang, lesson plan adapt to teacher book and student book for learning at class. But for slow learners, there is modification activity adapt to their ability.⁸⁸

⁸⁵ Documentation of lesson plan State Primary School Ketawanggede Malang

⁸⁶ Interview with Titi Setiani, teacher of grade I-A State Primary School Ketawanggede Malang, on April 12, 2016

⁸⁷ Interview with Dewi Martia Ningsih, GPK State Primary School Ketawanggede Malang, on July 2, 2016

⁸⁸ Documentation of lesson plan State Primary School Ketawanggede Malang

1) Learning Plan at Inclusive School

In General, learning plan on inclusion school, there are:

a) Determine the Objectives

State Primary School Ketawanggede using curriculum of 2013 so teachers just adopt the learning objectives of the teachers book and the learning objectives apply to regular students. Learning objectives for slow learner simplified by Teacher Special Assist, except if slow learner still able to follow the material in regular class, then the purpose is equated, for slow learner who have ability far below his friends then aim made individual. In accordance with the explanation of Titi Setiani, SE as teacher 1st-A grade, she said:

Kalau di kelas tujuan pembelajaran sudah ada di RPP dan sudah saya siapkan. Silabus juga sudah saya siapkan. RPP kan sudah ada di buku guru, tinggal mengembangkan. Tapi kebanyakan kalau yang modifikasi ya ada yang timbul pada saat pembelajaran. Itu baru saya bikin RPP-nya karena memang ternyata kegiatan pembelajarannya baru saya rubah ternyata lebih efektif yang ini untuk anak yang slow learner. Kalau anak regular kan kita sudah ada standarnya. Karena memang model tematik ya, tujuan pembelajaran itu memang di setting untuk seluruh ya, sama. Kalo Floura kan kadang masih bisa mengikuti temannya karena masih kelas satu yang materinya juga masih dasar, jadi saya samakan. Cuma waktu untuk memahami materinya yang berbeda, Floura sangat lambat⁸⁹

That explanation was added by Sumiani, S.Pd as teacher 5th-B grade said:

⁸⁹ Interview with Titi Setiani, teacher of grade I-A State Primary School Ketawanggede Malang, on April 12, 2016.

Kalau tujuan pembelajaran kebetulan ditematik sudah lengkap kita ambil kita adopsinya dari buku guru. Ya tujuannya kalau di kelas, ABK ada sendiri itu yang buat GPK. Pembelajarannya kan disederhanakan. Kalau Caca tujuannya sangat individual karena kemampuan dia jauh dibawah teman-temannya⁹⁰

Statement of teacher 1st-A and 5th-B grade in accordance with the documentation on the lesson plan made by teacher 1st-A and 5th-B grade.⁹¹ Based on the results of the interviews and the documentation of the lesson plan made by teacher 1st-A grade, the purpose of the lesson is the same between regular students with slow learner because the material taught in the 1st grade includes basic material so that the material needs equally between students slow learner with regular students, it's just a slow learner are very slow in understanding the material. While the teacher 5th-B grade lists the learning objectives that different between regular students and slow learner. Learning objectives for slow learner 5th-B grade made by Teacher Special Assist.

b) Set and organizing material

The teacher is preparing the material to be taught that is attached in the lesson plan. In 2013 curriculum, the materials are prepared in a teacher book and book student. For the slow learner, the material being taught the same as regular students

⁹⁰Interview with Sumiani, S.Pd, Teacher 5th-B Grade of State Primary School Ketawanggede Malang, on April 15, 2016.

⁹¹Documentation of lesson plan State Primary School Ketawanggede Malang

only simplified compliance with capability of him. So the material that already exists in the book student book teacher and simplified by the classroom teacher and the Teacher Special Assist, according to the students ability of a slow learner. But when the slow learner can still follow the learning material in regular class, then the material is likened to regular students. Based on the explanation of the teacher 1st-A grade, says:

Materi yang akan diajarkan sudah ditentukan kalau kurikulum 2013. Ada buku guru, buku siswa. Kita hanya tinggal mengembangkan saja dari materi tersebut sejauh mana kita akan mengembangkan, itu yang dibebaskan. Ya kalau untuk slow learner materi saya samakan karena kan masih dasar dan kadang juga dia masih bisa mengikuti teman-temannya dengan bimbingan shadow⁹²

Different from that disclosed by the teacher 5th-B grade, she said:

Kalau untuk materi hari ini sudah kemarin. Kalau ini sudah tinggal lihat lanjutannya dibuku guru dan buku siswa. Kebetulan kemarin 4 hari tryout, anak-anak belajar sendiri di atas, jadi hari ini saya mengulang-mengulang. Materi anak slow learner disederhanakan sesuai kemampuan dia. Biasanya saya sederhanakan sesuai kemampuan dia, saya diskusikan dengan GPK⁹³

Based on the results of the documentation on the lesson plan made by teacher 1st-A grade, the material given to slow learner with regular students is same because material for

⁹² Interview with Titi Setiani, Teacher of Grade 1-A State Primary School Ketawanggede Malang, on April 12, 2016.

⁹³ Interview with Sumiani, Teacher of Grade V-B State Primary School Ketawanggede Malang, on April 15, 2016.

students of first grade still basic and the slow learner 1st-A grade sometimes can still follow the learning material as regular students although with the guidance of shadow. While the teacher 5th-B grade provided the material is different between the regular students with slow learner because ability of slow learner still far of regular students.⁹⁴

Slow learner 1st-A grade assisted or guided by the shadow could still follow the learning materials in regular class as other regular students, so the material prepared by the teacher of class to the slow learner and regular students is equated. As for the slow learner 5th-B grade, teacher prepared materials that differ between regular students with slow learner because slow learner 5th-B grade has different capabilities with regular students.

c) **Planning of Learning Method**

Before learning activities, teachers are planning strategies or methods of learning that suits the material and condition of students who poured in the lesson plan. Teachers develop learning method or activities that there are teacher book. But the teacher also taught spontaneity does not refer to methods that are prepared in accordance with the conditions of their students at the time. Teacher 1st-A grade says:

⁹⁴ Documentation of lesson plan State Primary School Ketawanggede Malang

Kalau biasanya malam harinya saya sudah merencanakan metode yang sesuai dengan materi dan kondisi siswa, itu sudah pasti. Besok saya mau mengajarkan bagaimana itu sudah saya rencanakan, tapi ya ada sesekali kadang ya spontanitas sesuai dengan kondisi anaknya saat itu. Ya yang pasti iya metode saya siapkan sesuai materinya. Biasanya di rumah saya sudah merencanakan bagaimana apa yang akan saya lakukan, media apa, metode apa. Ya disesuaikan dengan kondisi siswa kelas I⁹⁵

Similar statements with explanations from the teacher 5th-B grade, she said:

Ya sudah karena di dalam buku guru sudah sangat jelas, jadi untuk guru itu toksinya terhadap kurikulum guru itu tidak boleh mengurangi kurikulum. Jadi apa yang ditulis di buku guru dikurikulum itu wajib dilaksanakan tetapi tidak menutup kemungkinan guru punya hak untuk mengembangkan⁹⁶

Statement of teacher 1st-A grade and teacher 5th-B grade in accordance with the documentation, she created lesson plan.

On the lesson plan lists the learning methods that correspond to the implementation of the activities of learning on Friday, April 15, 2016 in 1st-A grade and 5th-B grade. Wednesday, April 27, 2016 in 1st-A class.⁹⁷

Teacher 1st-A grade prepare methods first before learning activities in accordance with the material and condition of students who poured in the form of lesson plan, but the occasional teachers teaching without spontaneity refers to

⁹⁵ Interview with Titi Setiani, Teacher 1st-A Grade State Primary School Ketawanggede Malang, on April 12, 2016.

⁹⁶ Interview with Sumiani, Guru Kelas V-B State Primary School Ketawanggede Malang, on April 15, 2016.

⁹⁷ Documentation of lesson plan State Primary School Ketawanggede Malang

strategies or methods that are already prepared, adapted to the conditions of their students at the time of learning is taking place. Teacher 5th-B grade also have prepared methods of learning first before learning activities by adopting the book teachers and developed in accordance with fact or experience.

d) Planning the Procedure of Learning Activity

In the planning of learning, the teacher of class is also already planning learning activities procedure contained in the lesson plan. A planned learning activity consists of the introduction, the core, and a closing. It is based on the results of interviews with teacher 5th-B grade. Teacher 5th-B grade gives a description: “Iya. Ya di RPP itu ada pendahuluan kayak apersepsi, motivasi. Terus kegiatan inti sama penutup”⁹⁸

In the planning of learning, the classroom teacher is also already planning similar statements expressed by procedure of learning activity. Teacher 1st-A grade but she added briefing material for the slow learner students. She generally spontaneity in simplifying the material for slow learner. She provided the material on a slow learner students the equivalent of regular students first, and then when he couldn't afford, the teacher 1st-A grade simplifying the material at the time of learning activities take place according the student's ability of a

⁹⁸ *Ibid*

slow learner. She said that procedure the learning activities contained in the lesson plan. A planned learning activity consists of the introduction, the core, and a closing. It is based on the results of interviews with teacher 1st-A grade. Teacher 1ST-A gives a description:

Iya. Kalau pembelajaran di kelas, ya spontan saja sih kalau saya. Tetap berpedoman pada RPP yang saya buat, ada pendahulun, inti, penutup. Kemudian untuk slow learner, saya memberikan materi apa yang kira-kira dia mampu. Ya kan materinya sebenarnya disamakan tapi kalau misalnya anak ini kira-kira nggak mampu untuk hitungan diatas sepuluh misalnya yang lain sudah hitungan diatas sepuluh, untuk anak ini ya hitungannya saya khususkan dibawah sepuluh. Tapi biasanya ya spontanitas maksudnya ya sudah dia coba untuk setara dengan temannya, kalau nggak bisa baru saya turunkan karena ini kan kelas satu ya jadi kan pembelajarannya sebenarnya masih gampang⁹⁹

Statement of teacher 1st-A grade and teacher 5th-B grade in accordance with the documentation of the lesson plan made by each informant. On the lesson plan contained introduction, core, and closing.¹⁰⁰

e) **Planning the Learning Source and Media**

Sources and media study already planned by the classroom teacher before learning activities in accordance with the material and condition of the student. Teacher 1st-A grade learning resource planning as already set out in the curriculum and learning media prepared in accordance with the material

⁹⁹ Interview Titi Setiani, GPK and Teacher 1st-A Grade State Primary School Ketawanggede Malang, on April 12, 2016.

¹⁰⁰ Documentation of lesson plan State Primary School Ketawanggede Malang

and condition student first grade. Nothing distinguishable in terms of sources and media of instruction for slow learner as well as regular students. In accordance with the results of the interviews to Titi Setiani, SE as teacher 1st-A, she says:

Ya saya merencanakan sudah di RPP. Kalau sumber belajar kan sudah ditentukan ya. Kalau media saya lihat materinya dulu sama kondisi kelas 1 kan masih sangat dasar. Media dan sumber belajarnya sama semua siswa slow learner dengan regular.¹⁰¹

Not much different from the teacher 1st-A grade. Teacher 5th-B grade using the same learning resource with teacher 1st-A grade that is already defined in the curriculum. The media also teachers follow the teacher book because it was in keeping with the material. But sometimes teachers develop their own compliance with the experience. As Sumiani, S.Pd says: “Sebenarnya di buku guru kan sudah ada semua ya, itu kan sumber belajarnya. Kalau medianya kan juga sudah dijelaskan disitu itu sudah sesuai dengan materi, tapi kadang juga saya kembangkan sesuai dengan pengalaman”¹⁰²

That explanation is evidenced by documentation lesson plan made by the classroom teacher. It lists the learning resources in the form of thematic books teachers and students,

¹⁰¹ Interview Titi Setiani, GPK and Teacher 1st-A Grade State Primary School Ketawanggede Malang, on April 12, 2016

¹⁰² Interview with Sumiani, Guru Kelas V-B State Primary School Ketawanggede Malang, on April 15, 2016.

as well as a learning media according to the material or in accordance with the learning resources.¹⁰³

f) Planning the Evaluation

Teacher 1st-A grade was already planning the assessment in accordance with the curriculum of 2013. Daily value, Repeat daily, midterm exams, and end of semester exams are included in the assessment. No exception for the slow learner. Only work form that simplified in accordance with ability. Teacher 1st-A grade has a minimum target of success teaching students if 50% of the material is already understood. In accordance with the explanation of the teacher 1st-A grade, he said:

Bentuk penilaian kalau kurikulum 2013 itu sudah ditentukan ya. ABK juga disamakan hanya KKMnya sesuai kemampuan dia. Soalnya juga disederhanakan. Kalau kurikulum 2013 itu memang bertahap, tahapan itu tadi memang harus dilalui dan paling nggak meskipun nggak 100% terserap tahap pertama, saya harus berusaha untuk paling tidak dia 50% harus sudah bisa masuk ditahap pertama untuk masuk ke tahap berikutnya¹⁰⁴

It is also done by the teacher 5th-B Grade, she is also already planning assessments. For 5th-B Grade, remedial is done at home respectively. The teacher has a success target of a minimum 75% teaching if students are able to understand the material, then 25% of the remaining students is the responsibility of each parent to teach your son extra more. As

¹⁰³ Documentation of lesson plan State Primary School Ketawanggede Malang

¹⁰⁴ Interview with Titi Setiani, GPK and Teacher 1st-A Grade State Primary School Ketawanggede Malang, on April 12, 2016.

for the slow learner, the evaluation appropriate capabilities or compared to himself. Based on the explanation of the teacher 5th-B Grade, she said:

Penilaiannya sudah sesuai kurikulum, selesai pembelajaran anak-anak saya beri latihan. Terus saya nilai anak yang kurang dari KKM saya beri soal untuk dikerjakan di rumah. Terus kalau besok masih belum bisa, saya beri soal lagi sampai bisa baru kalau kira-kira 75% anak-anak bisa yang nggak bisa saya suruh belajar lagi, itu sudah tanggung jawab orang tua. 21 dari 27 siswa. Sedangkan Caca materinya diturunkan. Jadi kalau Caca tarafnya masih anak kelas 1, dia diberi soal setara dengan anak kelas 1 dan jika nilainya diatas KKM berarti sudah tuntas tapi kalau nilainya dibawah KKM, berarti dia diajari lagi diruang sumber sampai bisa. Untuk penilaiannya Caca tidak dibandingkan dengan siswa lain. Jadi sesuai peningkatan kemampuan dia¹⁰⁵

Description of teacher 1st-A grade and 5th-B grade is evidenced by documentation data is lesson plan. The presence of assessment points in the lesson plan that made by each teacher of class proves that teacher of class already planning an assessment in accordance with the curriculum of 2013.¹⁰⁶

So the planning of mathematics learning on slow learner at inclusive school i.e. prepare a learning device in the form of lesson plan by the teacher of class for learning in regular class and individually lesson plan by Teacher Special Assist and teacher of class for learning in source room. The learning plan on inclusive school include *first*, set a goal that is in accordance with the regular students ability and special purpose in

¹⁰⁵ Interview with Sumiani, Teacher 5th-B Grade State Primary School Ketawanggede Malang, on April 15, 2016.

¹⁰⁶ Documentation of lesson plan State Primary School Ketawanggede Malang

accordance with the slow learner ability. The aim will be individually if slow learner are not able to follow the learning in regular class, but if slow learner students are capable to follow the learning in regular class s then objective will be the same with regular student or modified.

Second, the planned management of the class when the slow learner was accompanied by a shadow, then a slow learner placed back so that the shadow doesn't bother other students. But when the slow learner without shadow, then a slow learner students follow a system as applied to the regular.

Third, establishing and organizing materials or materials. The material taught in regular classes tailored to the capabilities of the students. Slow learner students are capable of learning in regular class follow then the material is identified. But when the students slow learner ability far below regular students, then the material should be simplified in accordance with the capabilities of the students.

Fourth, plan strategies or methods to learning. In the regular classroom learning methods adapted to the material and the condition of the students, could also develop methods of teaching.

Fifth, Determine the procedure of learning activities. The procedure consists of learning activities activity introduction, core, and closing.

Sixth, determine the source and learning media. Learning resources follow the curriculum used and media lesson material and adapted to the conditions of the students.

Seventh, Plan the assessment. Assessment in accordance with the curriculum of the regular students as well as the 2013 either slow learner, it's just learning competence of slow learner under regular students. As for the follow-up activities there is a difference between regular students with slow learner.

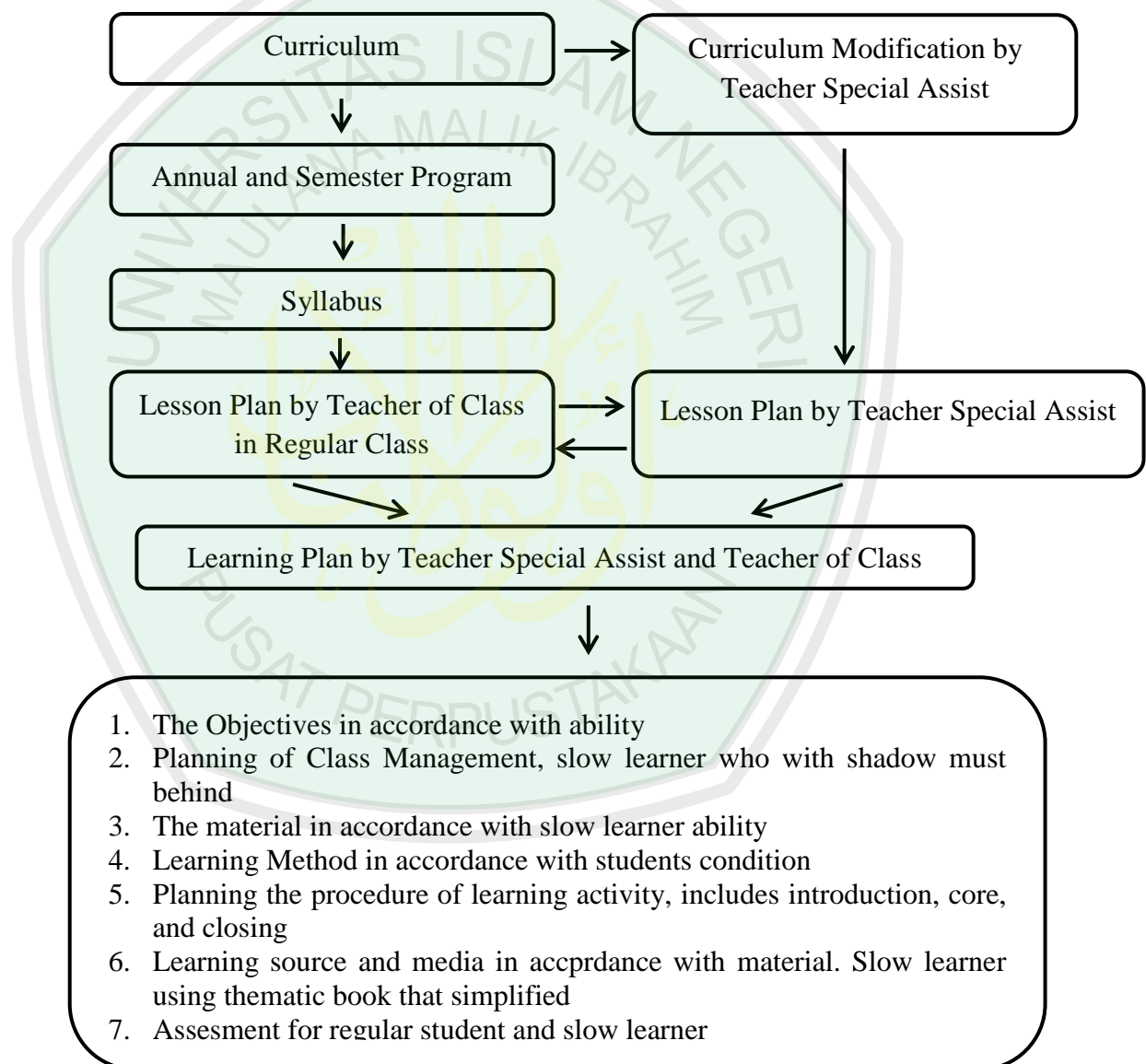


Figure 4.1 Planning of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang

2. Implementation of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang

This inclusive school states that this primary school at Ketawang Gede Malang is using the model of placement regular class with pull out. So, all children in special need include slow learner join learning at regular class during six days, but sometimes learning individually at source room during two days in accordance with schedule of each student.

a. Implementation of Mathematics Learning on Slow Learners at Regular Class State Primary School Ketawanggede Malang

In General, the learning activity consists of three steps, they are: Introduction step, Core, and Closing. Learning mathematics for slow learner in regular class is not the same with the other regular students. The competence or the material is tailored to the capabilities of him. Considering that the slow learner students have a delay in learning, automatic material is still the regular students and brought the lesson that should be repeated. In accordance with the description Headmaster of State Primary School Ketawanggede, he said:

Model pembelajaran matematika pada siswa ABK ini disesuaikan dengan kemampuan kompetensi anak itu artinya tidak sesuai dengan kurikulum dijenjang dia. Misalnya dia kelas 4 tapi kemampuan dia di kelas 3 ya kita sesuaikan kemampuan dia di kelas 3. Kemudian kita punya target pada kurikulum ABK itu misalkan untuk kelas 1 ini kita maksimalkan anak kelas 1 itu dalam 1 tahun mencapai 3 tema, untuk anak yang normal kan 7 tema. Jadi paling nggak 50% bisa tercapai. Kemudian dilanjutkan pada kelas berikutnya oh kemampuan anak ABK ini masih di kelas 1 semester 2. Untuk selanjutnya seperti itu terus kita modifikasi artinya dalam kurikulum matematika kemudian konsep dasar ini harus kuat di anaknya. Kan ini tidak sembarangan pada anak ABK ini karena

anak ABK kecenderungannya beragam ada yang slow learner, ada yang autis juga, dan lain sebagainya sehingga ya tidak bisa kita samaratakan artinya pada kurikulum yang di kelas pun itu dimodifikasi sesuai dengan kemampuan anaknya¹⁰⁷

Guru kelas V-B memberi penjelasan:

Kalau model pembelajaran untuk anak inklusi ini sebenarnya anak inklusi ini tidak boleh dibedakan, dalam pembelajaran mereka diikutkan program regular tapi dalam pelaksanaan materinya nanti guru kelas memberikan materi dibawah grade anak regular, seperti itu. Grade sendiri dilatihannya. Kalaupun penjelasannya tentang materi seperti yang dijelaskan tadi, guru mendekati anaknya¹⁰⁸

In general, step of implemmtation mathematics learning in regular class:

1) Introduction

- a) Preparing students psychologically and physically before learning process

Teacher in the 1st-A and 5th-B grader have prepared students psychologically and physically before the learning activities. Teacher 1st-A prepare students psychologically by asking the student news and responds with gusto, giving advice to students that relate to learning today. In addition, teachers also prepare students physically by asking students to stand and sing along. When answering the question, teachers take a note of students. Including student learning is also sluggish following the teacher's command as the other students.

¹⁰⁷ Interview with Bambang Suryadi, Headmaster of State Primary School Ketawanggede Malang, on April 16, 2016.

¹⁰⁸ Interview with Sumiani, Teacher 5th-B Grade State Primary School Ketawanggede Malang, on April 15, 2016.

Teacher 1st-A grade give explanation “Itu memang tiap hari selalu saya lakukan. Kalau psikis itu saya motivasi, saya kasi masukan hal-hal yang positif. Kalau fisik itu ya saya kadang ajak anak-anak berdiri, bernyanyi, bergerak. Jadi saya mengajarkan seperti itu”¹⁰⁹

Description 1st teacher grader proved with observations of researchers on Tuesday, April 12, 2016 in class I-A. Before starting to learn, the teacher prepares students with regular activity before learning that is prayed in heart, 1 student in turns every day leads to reading of pancasila along and sing indonesia raya while standing. Then the teacher asks the student news, students responded with passion “Alhamdulillah, luar biasa, tetap semangat” by using the movement. by using the movement. Teachers also gave lessons related advice connected with everyday life. Teachers also asked students to stand up and sing along. Basic learner students look pleased and enthusiastic but timid in doing such activities¹¹⁰ While the results of the observation when the learning activity on Wednesday, April 27, 2016 in I-A class. Before learning, teachers prepare students with regular activity before learning that is prayed in heart, 1 student in turns every day leads to reading of pancasila along and sing indonesia raya while

¹⁰⁹ Interview with Titi Setiani, Teacher 1st-A State Primary School Ketawanggede Malang, on April 12, 2016.

¹¹⁰ Observation on learning activity at 1st-A Grade on April 12, 2016

standing. Teacher invites student to double single and Pat Pat to train concentration students including students of a basic learner.¹¹¹ Then on Wednesday, may 4, 2016 class I-A. Before learning, teachers prepare students as in those days was usually the routine before learning that is prayed in heart, 1 student in turns every day leads to reading of pancasila along and sing indonesia raya while standing. Later teachers advise students to main-tain health.¹¹²

The teacher 1st-A grader prepares student with physical stand up and move around, doing the Pat concentration. Then, the teacher prepares a psychic student with daily activity such as: reading of pancasila along, sing *Indonesia raya*, as well as giving advice.

Teacher 5th-B grader also has its own way in preparing their students. When learning of the first hour, he did not prepare the students physically but the psychic gives advice to students through stories that make students moved and ready to follow the lesson. He saw the readiness of their students in learning activities ranging from hail-outs early in the day and he believes his students including student who has been able to distinguish when to learn, to play, to rest, or others. However, when learning on hours after the break, teachers prepare

¹¹¹ Observation on learning activity at 1st-A Grade on April 27, 2016

¹¹² Observation on learning activity at 1st-A Grade on May 4, 2016

students physically with lined up in front of it first. So that, they are ready to study with one of the students leading the other in front of his friend to be ready and pray together. Whereas psychologically by giving advice. Teacher 5th-B Grade says “Iya kalau tentang pembelajaran insyaallah anak-anak ini sudah bisa membedakan kapan harus belajar, bermain, istirahat, kapan harus ikut kegiatan yang lain mereka sudah terkondisi”¹¹³

Statement of teacher 5th-B grade proved with observations while learning activities on Friday, April 15, 2016 at 5th-B grade begin the first hour. The teacher didn't start learning before students can terkondisikan. Customize the teacher students with stories and advice students can already conditioned to follow the instruction.¹¹⁴ While the results of the observation when the learning activity on Tuesday, April 26, 2016 at 5th-B grade after the break. Before learning, students line up neatly in front of the class with one of the students lead the other students to be ready and pray. Students be shaken and entered the classroom one by one with the condition who are ready to learn. But it turns out there were still many students and many teachers, students customize the chat with tapping erasers to the table, direct students to automatically perform a

¹¹³ Interview with Sumiani, Teacher 5th-B grade State Primary School Ketawanggede Malang, on April 15, 2016.

¹¹⁴ Observation on learning activity at 5th-B Grade on April 15, 2016

silent clap. After that, students can directly be discipline.¹¹⁵

Then on Tuesday, may 3, 2016 at V-B class. Teachers prepare students by giving advice.¹¹⁶

Thus, the teacher of the class V-B prepare the student to do physical Pat silent when students are still healthy and have not been terkondisikan. Then prepares a psychic students by giving stories or advice.

b) Doing apersepsi

Teacher 1st-A and 5th-B grade have different ways of doing the apperception teacher 1st-A said “Iya saya lakukan apersepsi, penting ya. Seperti tadi saya mengulang pelajaran kemarin menghitung 1-50. Saya libatkan juga siswa lamban belajar. Tapi siswa lamban belajar biasanya perlu didekati”¹¹⁷

Statement of teacher 1st-A grade strengthened by observations when learning on Tuesday 12 April 2016 at 1st-A grade. The teacher asked and repeat the previous lessons related to material today. Teacher asks students to calculate forward 1-50 and counting down the 50-1 no exception students slow to learn. But students still learning difficulties in the sluggish counting, so it is always guided by the shadow.¹¹⁸

While the results of the observation when the learning activity

¹¹⁵ Observation on learning activity at 5th-B Grade on April 26, 2016

¹¹⁶ Observation on learning activity at 5th-B Grade on May 3, 2016

¹¹⁷ Interview with Titi Setiani, GPK and Teacher 1st-A grade State Primary School Ketawanggede Malang, on April 12, 2016.

¹¹⁸ Observation on learning activity at 1st-A Grade on April 12, 2016

on Wednesday, April 27, 2016 at 1st-A grade. The teacher asked the students count down 50-1 consecutively starting from students who sat on the bench ahead of the right, slow learning students are no exception. Students learn to slow already looks quite smoothly in the counting, but still guided by the shadow.¹¹⁹ Then on Wednesday, May 4, 2016 at 1st-A grade. Teacher asks students to calculate forward 1-60 and counting down from 60 to 1 with a slow learner engaging students as well, but slow learner students need to be guided by the shadow and was approached by a teacher.¹²⁰

Thus, the teacher of class I-A do apersepsi by counting forward and backward with a slow learner engaging students as well. But students slow learner perlu guidance shadow for counting and needs to be approached.

Different case with apersepsi conducted by teacher 5th-B grade. teacher 5th-B grade do apersepsi with a repeat of yesterday's lessons and linking of material previously with the material to be taught. As the explanation of Sumiani, S.Pd as teacher 5th-B grade, she says:

Pasti, saya melakukan apersepsi dengan mengulang pelajaran kemarin dan menggali pengetahuan siswa tentang materi karena pelajaran hari ini tidak terlepas dengan kemarin.¹²¹

¹¹⁹ Observation on learning activity at 1st-A Grade on April 27, 2016

¹²⁰ Observation on learning activity at 1st-A Grade on May 4, 2016

¹²¹ Interview with Sumiani, Teacher 5th- State Primary School Ketawanggede Malang, tanggal 15 April 2016.

Statement of teacher 5th-B proved with observations while learning activities on Friday, April 15, 2016 at 5th-B grade. Teachers do apersepsi by asking about previous lessons by showing the 3-D shape beams and rectangular 2-D shape and ask and answer about the sides, ribs, long, and wide.¹²² Then on Tuesday, 26 April 2016, the teacher do apersepsi by asking about previous lesson and have learned anything.¹²³ Next up on Tuesday, May 3, 2016. Teachers do apersepsi by asking about previous lessons and repeated an earlier explanation at a glance.¹²⁴

From the results of the interview to the teacher's class V-B and observational learning, classroom teacher V-B do apersepsi with ask and repeat the previous learning related material today is to show the media 2-D shape and 3-D shape beams and rectangle, then asked about the matter yesterday are sides, ribs, long, and wide. Slow learner students look the teacher but don't understand.

- c) Explaining the basic competencies and learning objectives to be accomplished

After apersepsi, the teacher should deliver learning objectives in advance so that the students know the purpose of

¹²² Observation on learning activity at 5th-B Grade on April 15, 2016

¹²³ Observation on learning activity at 5th-A Grade on April 26, 2016

¹²⁴ Observation on learning activity at 1st-A Grade on May 3, 2016

each material he learned in school. But many teachers are forgotten in delivering learning objectives.

Teacher 1st-A Grade sometimes conveys the purpose of learning and sometimes do not deliver learning objectives due to forget. Appropriate statements of teacher 1st-A grade, she said:

Ya itu kadang-kadang yang lupa. Artinya sudah kalau kurikulum 2013 ini kan sebenarnya terpadu jadi kalau menyinggung materi yang kemarin sudah langsung lanjut saja gitu, padahal yang perlu ya memberi tahu tujuan pembelajaran ini apa tapi karena kadang-kadang lupa¹²⁵

Observation of the results when the learning activity on Tuesday, April 12, 2016 at 1st-A Grade, the researchers observed that the teacher has not explained the purpose of learning today.¹²⁶ While the results of the observation when the learning activity on Wednesday, April 27, 2016 at 1st-A Grade. The teacher explained the learning day is today studied the reduction. So we can count and not easily lied to people.¹²⁷ Then on Wednesday, May 4, 2016. Teachers deliver learning objectives that today learn the material so we can read the clock hour and can answer if asked others about the hours.¹²⁸

¹²⁵ Interview with Titi Setiani, GPK and Teacher 1st-A Grade State Primary School Ketawanggede Malang, on April 12, 2016.

¹²⁶ Observation on learning activity at 1st-A Grade on April 12, 2016

¹²⁷ Observation on learning activity at 1st-A Grade on April 27, 2016

¹²⁸ Observation on learning activity at 1st-A Grade on May 4, 2016

Thus, the teacher 1st-A grade sometimes conveys the purpose of learning and sometimes not for forget. Teachers deliver learning objectives in accordance with everyday life.

While the teacher 5th-B grade deliver learning objectives in advance, sometimes he asks or fishing students create learning objectives. The teacher also involves a slow learner but students slow learner just silent passive. Teacher 5th-B grade said “Iya saya menyampaikan tujuan pembelajaran, anak anak kemarin kita belajar ini, sekarang kita belajar ini, tujuannya kita belajar ini apa ya. Jadi yang membuat tujuan pembelajaran itu tidak hanya guru, murid pun bisa”¹²⁹

From observations of researchers against the learning activities on Friday, April 15, 2016 in 5th-B grade, teachers deliver learning objectives material to cube and beams 3-D shape as well as the volume so we can distinguish objects around the cube space that includes beams.¹³⁰ On Tuesday, April 26, 2016. Teachers deliver learning objectives material to calculate the volume of a cube of space and beam that can calculate the volume of water in the bathtub, and so on.¹³¹ Then on Tuesday, May 3, 2016, the teacher asked the students to make the goal of learning the material volume of cube space

¹²⁹ Interview with Sumiani, Teacher 5th-B Grade State Primary School Ketawanggede Malang, on April 15, 2016.

¹³⁰ Observation on learning activity at 5th-B Grade on April 15, 2016

¹³¹ Observation on learning activity at 5th-B Grade on April 26, 2016

and 3D shapes like at previous meetings. Many of the students who answered the questions of the teacher, there are students who answered in order to calculate the contents of the room, there's an answer to calculate the water in the tub as it is delivered by teachers at previous meetings.¹³²

Thus, the teacher 5th-B grade deliver learning objectives, sometimes also asked students who convey the purpose of the lesson. The teacher also involves a slow learner students, but slow learner tends to be passive and just smile.

d) Raises the motivation of learning students

Teachers are also important to provide motivation to students when the preliminary activities so that students were excited in following the instruction. The teacher has his own ways in providing motivation in students. Teacher 1st-A grade giving a motivation by asking the student news and invites students to sing. Students are also involved in the slow learner motivation given teachers but teachers specializing motivation to give to the students a slow learner personally. In accordance with the explanations of the teacher 1st-A grade:

Ya setiap hari sangat penting motivasi, apalagi kelas satu mbak. Kalau untuk ABK, yang jelas pendekatannya personal. Jadi kalau saya ngomong biar anak ini berfikir biar mau menurut itu ya caranya bagaimana. Seperti kata-kata saya kamu sudah tak doakan semoga kamu itu nanti bisa baca, bisa menghitung. Jadi dia itu merasa saya itu

¹³² Observation on learning activity at 5th-B Grade on May 3, 2016

dianggap, saya didoakan. Biasanya motivasi personal untuk ABK saya berikan diluar jam pelajaran¹³³

Description Teacher 1st-A Grade that is evidenced by the results of the observation when the learning activity on Tuesday, April 12, 2016 at 1st-A Grade. The teacher gives motivational and news by asking the students responded with gusto. Teachers also invites students to sing, that sing *Indonesia Raya* and *Malang Kota Indah*.¹³⁴ While the results of the observation when the learning activity on Wednesday, April 27, 2016 class I-A. The teacher gives the student motivation by referring to sing “1, 2, 3, 4, 5, 6, 7, 8. Siapa rajin ke sekolah, cari ilmu sampai dapat. Sungguh senang, amat senang, ayo kita hitung pengurangan.”¹³⁵ Then on Wednesday, May 4, 2016, the teacher gives the motivation with the media showed hours of teacher-made to attract the attention of students and shows video of a song about the clock.¹³⁶

Thus, the teacher 1st-A grade gives the motivation in the form of singing that is adapted to the conditions and material, or by showing a video or media. The motivation given to students of regular and slow learner class equated by the

¹³³ Interview with Titi Setiani, GPK and Teacher 1st-A Grade State Primary School Ketawanggede Malang, tanggal 12 April 2016.

¹³⁴ Observation on learning activity at 1st-A Grade on April 12, 2016

¹³⁵ Observation on learning activity at 1st-A Grade on April 27, 2016

¹³⁶ Observation on learning activity at 1st-A Grade on May 4, 2016

teacher, but a slow learner are given personal motivation outside lessons.

Unlike the teacher 5th-B grade. She gave an explanation:

Iya itu saya ajak bernyanyi, cerita, mendongeng atau saya bawakan gambar yang berhubungan dengan materi yang menarik siswa. Untuk memotivasi siswa slow learner tidak mudah, sulit. Jadi untuk memberi motivasi anak slow learner biasanya saya dekati¹³⁷

Observation of the results when the learning activity on Friday, April 15, 2016 at 5th-B grade. The teacher has not cause motivation learning of students in the introductory activity, but students already looks excited and enthusiastic to follow instruction. Teachers motivate students by playing guessing and the giving of reward learning activities, students in the middle of a slow learner remains involved in learning activities, but he has not been able to match the capabilities of his friends and teachers don't give a question or guesses for special students slow learner.¹³⁸ On Tuesday, April 26, 2016 at 5th-B Grade, teacher gives motivation by telling about the spirit of students of the school. Teachers also approached the slow learner students in storytelling so that students slow learner concentration against the teacher's story.¹³⁹ Then on Tuesday, May 3, 2016, the teacher gives motivation by telling stories

¹³⁷ Interview with Sumiani, Teacher 5th-B Grade State Primary School Ketawanggede Malang, on April 15, 2016.

¹³⁸ Observation on learning activity at 5th-B Grade on April 15, 2016

¹³⁹ Observation on learning activity at 5th-B Grade on April 26, 2016

which contains advice to not like stealing because at that time there was the incident of losing money in the school cafeteria.¹⁴⁰

Thus, the teacher 5th-B grade gives the motivation of students by playing guessing, storytelling, and more. The teacher also involves a slow learner as regular students but teachers closer to slow learner students when the teacher tells the story of a slow learner so as not to lose konsentrasi.

2) Core Activity

a) Material

As a teacher 1st-A grade conveyed material in accordance with book sources i.e. books teachers and students. Teachers are also willing to repeat the lessons over and over to make the students understand. She says:

Ya, itu pasti saya lakukan. Tiap pertemuan ya pasti saya menyampaikan materi dan sesuai dengan buku guru dan buku siswa kecuali anak lamban belajar materinya saya sederhanakan sesuai kemampuannya tapi kalau kelas 1, Flora ini kadang masih bisa mengikuti teman-temannya. Kalau siswa belum faham itu saya akan mengulang bagaimana pun caranya berapa kali pun akan saya lakukan. Kalau belum mengerti, saya akan cari cara supaya anak itu bisa mengerti. Apalagi siswa slow learner ya. Pasti saya bimbing dia sampai dia bisa menjawab¹⁴¹

Description of teacher 1st-A grade that is evidenced by the results of the observation that researchers did on Tuesday,

¹⁴⁰ Observation on learning activity at 5th-A Grade on May 3, 2016

¹⁴¹ Interview with Titi Setiani, GPK and Teacher 1st-A Grade State Primary School Ketawanggede Malang, on April 12, 2016.

April 12, 2016 at 1st-A Grade. The teacher presents the material number of the rebounder that fits the book sources including sluggish learning material is the same as a regular kid with the aid or guidance of shadow. Teachers also try hang of students who do not yet perceive how students submit the results of its work to the teacher and corrected together and guided between teachers with students of each individual, this is done also to the students slow to learn.¹⁴²

While the observation when the learning activity on Wednesday, April 27, 2016. The teacher presents the material reduction in accordance with book sources but more developed or reproduced by teachers, including sluggish learning material is the same as a regular kid with the aid or guidance of shadow. The teacher presents the material ranging from counting backwards 50-1 and 30-1 to facilitate reduction. Then, the teacher wrote down the question of whiteboard wrote "83-6 = ...", students can directly raise your hands and answer. The teacher corrects students who answered the answer together, by taking a 6 children due to pengurangan by the number 6. Then the count down 6 students start numbers 83 to 82. Next, the teacher approached the slow learner requested for counting numbers 1-20. After that, the teacher wrote down some of the

¹⁴² Observation on learning activity at 1st-A Grade on April 12, 2016

problem on the Board and students are invited to compete to answer such questions, if there are students who answered correctly by as much as 3 times then it will get a gift from the guru in the form of a cookie. Students also study included sluggish but he could not answer that he was not getting a cake and ended up crying. Then the teacher brought a paper inscribed with figures, slow learner students are asked to read those numbers to get a cake. Finally a slow learner could read the numbers and get a cake from the teacher. Then the teacher practicing calculating the deduction using the abacus, and continued reduction of the materials connected with everyday life. Teacher give example "*Ibu membeli telur sebanyak 30. Telur Ibu pecah 5. Tinggal berapa telur ibu?.*" Then students and teachers answered together.¹⁴³

Then on Wednesday, May 4, 2016, the teacher is delivering about hours. Teachers use tools or media in the form of artificial hours teacher who attracted the attention of students. Teachers begin by counting forward 1-60 and counting backwards 60 to 1. Then the teacher introduces a long needle that always shows bergerakkan seconds, a long needle that rarely move indicates the minute, and the short needle indicates the hour. Teachers exemplify how to read the clock by using

¹⁴³ Observation on learning activity at 1st-A Grade on April 27, 2016

artificial clock media guru. Teachers ask students “*jam berapa sekarang yang ditunjukkan oleh jam dinding di dalam kelas?*”

There are students who answered *8 lebih 15*, there are answering *jam setengah Sembilan kurang seperempat*, etc.

Then the teachers straighten answers students to answer the clocks according the rules. Teachers train students to read hours without using the word less. Next, the teacher asked some students alternately what time shown by the clock-made mother's teacher. Teachers also asked a slow learner. Teacher nearing slow learner when asked. Slow learner responded with the guidance of teachers, namely the teacher asked the students slow learner counting numbers 1-20, then ask questions about the usefulness of each clock, then the teacher leads the students to read the hours indicated by the teacher. The teacher also did the same thing to an autistic student in class as being taught on a slow learner students, but students with autism more guided by shadownya. Then, the teacher explains how to write the minutes. Teacher writing exemplifies the hours indicated by the teacher-made clocks. Then the teacher asked the student reading hours teacher written together. The teacher pointed to a few students to progress renders the hours indicated by the teacher. Autistic and slow learner students also got a turn to progress renders the hours indicated by the teacher. Slow

learner students come forward without accompanied by a shadow. The teacher guides the students in writing the hours dipapan wrote. Teachers guide students by asking slow learner reading numbers that are on the clock and stops at the numbers indicated a short needle. Then a slow learner write down the figure at blackboard wrote. Then, the teacher asked the students to calculate the number of points on the hour and stop at the point indicated by the needle length. Next the students write on the Board. After that, the teacher asked the students to work on a matter that is in the book students including students of slow learner, because it lumped in with regular students. But the slow learner students executed with the guidance of shadow. Though guided by the shadow of a slow learner, students are often seen not concentration and tired when working on so that each can be some problem, slow learner students running or close friend.¹⁴⁴

Thus, teacher 1st-A grade are delivering in accordance with book sources. Teachers also do not forget the slow learner so that students can understand the material as companions. Teacher 1st-A grade always gave the opportunity in students slow learner as he gave a chance on regular students, for example, when counting, answering questions from the teacher,

¹⁴⁴ Observation on learning activity at 1st-A Grade on May 4, 2016

working on the problem on the Board, and others. Teachers are also guiding the slow learner individually until the slow learner students can answer questions the teacher. Matter and a matter that was given to the slow learner lumped in with regular students, unless when very slow learner students learning could not follow the material it will be simplified by the teacher.

Teacher 5th-B grade also convey the material in accordance with the book source teachers book and student book as teacher 1st-A grade. But for students who do not yet understand, master class V-B has its own way to hang students. Teacher 5th-B grade hang students with repeat material in the form of questions for fishing knowledge of students. As the results of interviews conducted with the teacher 5th-B grade:

Iya pasti karena materi tidak boleh menyimpang dari buku tematik. Kalau Caca kan materinya dibawah teman-temannya, jadi saya menerangkan ke teman-temannya itu dia tidak faham. Sehingga saya mendekati dia dan menerangkan pada dia sendiri materi yang sesuai dengan kemampuannya¹⁴⁵

Based on the results of observation when learning activities on Friday, April 15, 2016 at 5th-B Grade. Teachers deliver the material after the preliminary activities, in accordance with the learning resource, namely thematic books teachers and students. Enthusiastic teachers in delivering material ranging

¹⁴⁵ Interview with Sumiani, Teacher 5th -B State Primary School Ketawanggede Malang, on April 15, 2016.

from introduction to cover. Teachers fill out the learning activities with a game of guessing, the giving of reward, telling me about the material, and so on are also assisted by the media 3D shapes cube-shaped head danbo, 3D shapes space beams, and 3D shapes the flat rectangle. When there are students who do not yet understand, teachers explain again with fishing through the questions. Slow learner students looks passive and teachers did not approach the slow learner when playing guessing. The teacher guides the slow learner when other students are working on the task. The teacher gives a different problem to the students a slow learner and guided by teachers in doing.¹⁴⁶ On Tuesday, April 26, 2016, delivering teacher count 3D shapes space cube. As usual, teachers explain the material in classical and slow learner students passive look. Later on while working on the problem of a slow learner, students were given reserved by teachers and helped work on by his friends.¹⁴⁷ Then on Tuesday, May 3, 2016, teachers explain the material to calculate the volume of the beam are classical space as on the meetings usually.¹⁴⁸

Thus, the teacher 5th-B grade explain the material in accordance with the book of classical sources. But because the slow learner 5th-B grade can not keep the material students are

¹⁴⁶ Observation on learning activity at 5th-B Grade on April 15, 2016

¹⁴⁷ Observation on learning activity at 5th-B Grade on April 26, 2016

¹⁴⁸ Observation on learning activity at 5th-B Grade on May 3, 2016

regular, then the teacher explains to the student individually material slow learner according the ability of him and make the appropriate question with him.

b) Learning Model

On learning activities, teacher 1st-A grade use of classical learning models and individually for all students including students of a slow learner. Appropriate statements of teacher 1st-A grade, she said:

Kalau saya model pembelajarannya mungkin masih banyak klasikalnya ya karena memang kelas satu, tapi untuk pembelajaran tertentu saya pasti juga menggunakan pembelajaran kelompok, individual juga perlu. Ya lihat materinya kalau saya¹⁴⁹

This is proved also by the results of the observation when the learning activity on Tuesday, April 12, 2016 and Wednesday, April 27, 2016 at 1st-A, teachers tend to use the model of classical learning, and sometimes individual especially on slow learner students.¹⁵⁰ When the learning activity on Tuesday, April 12, 2016 at 1st-A Grade, the teacher uses a model of classical learning and also individually when guiding students correcting the results of his work. After the students explained, students are asked to exercise the question. Slow learner students are working on the problem with assisted shadow. After working on a problem, students took turns

¹⁴⁹ Interview with Titi Setiani, GPK and Teacher 1st -A Grade State Primary School Ketawanggede Malang, on April 12, 2016.

¹⁵⁰ Observation on learning activity at 1st-A Grade on April 12, 2016 and on April 27, 2016

menghadap the teacher to be corrected the results his work individually¹⁵¹. On Wednesday, April 27, 2016, the teacher uses a model of classical learning when explained. Then the teacher also employ the model of individual learning when counting, answering questions. Especially for the slow learner, the teacher always guide students in answering the questions and correct answers to students.¹⁵² Then on Wednesday, May 4, 2016, teachers also use of classical learning models when explaining. Then the teacher using the model of individual learning when counting and answer questions. Especially for the slow learner, the teacher uses a model of individual learning when answering questions with guidance and guidance teacher, when working on a problem on the Board, and also counting.¹⁵³

Thus, the teacher of 1st-A Grade learning model that corresponds to the condition of the students, that is, the model of classical learning and individual for the entire student especially slow learner students are more emphasized on individual learning.

Teacher 5th-B grade also uses a model of classical learning and individual as teacher 1st-A grade. But teacher 5th-B Grade using the model of individual learning only to slow learner

¹⁵¹ Observation on learning activity at 1st-A Grade on April 12, 2016

¹⁵² Observation on learning activity at 1st-A Grade on April 27, 2016

¹⁵³ Observation on learning activity at 1st-A Grade on May 4, 2016

because of absence of shadow which guides the slow learner when learning in regular class. Teacher 5th-B Grade gives a description:

Model pembelajaran kalau di kelas klasikal ya. Tapi pada kegiatan tertentu untuk anak slow learner saya gunakan individual. Biasanya yang sering itu latihan soal dengan game. Kalau Caca spesial, ketika saya mereview itu saya beri soal sendiri yang mudah sesuai kemampuan dia. Ditulisi Caca anak pintar¹⁵⁴

In accordance with the results of the observation when the learning activity on Friday, April 15, 2016 at V-B grade. Teacher 5th-B grade tend to be classical teaching. The teacher also taught individually but only to students of a slow learner.¹⁵⁵ While the results of the observation when the learning activity on Tuesday, April 26, 2016 at V-B Grade. Teachers also use models of classical learning and individualized to the student a slow learner. When the slow learner cannot keep learning like his friends, teachers create the problem and guide him in working on the problem.¹⁵⁶ On Tuesday, May 3, 2016, teachers also use models of classical learning and individualized to the student a slow learner. When the slow learner cannot keep learning like his friends, teachers create the problem and guide him in working on the problem

¹⁵⁴ Interview with Sumiani, Teacher 5th-B Grade State Primary School Ketawanggede Malang, on April 15, 2016.

¹⁵⁵ Observation on learning activity at 5th-B Grade on April 15, 2016

¹⁵⁶ Observation on learning activity at 5th-B Grade on April 26, 2016

¹⁵⁶ Observation on learning activity at 5th-B Grade on April 26, 2016

with regular students who assisted also guides the slow learner.¹⁵⁷

Thus, the teacher of the class V-B using the learning model that corresponds to the condition of the students of classical learning model that is for all students and for students ' individual learning model of slow learner.

c) Learning Method

Method that's already planned must be implemented when the learning activity. Teacher 1st-A grade learning methods in accordance with RPP and condition grade i. She said, “Metode untuk matematika macem-macam ya sesuai materinya, kadang saya buat game, tebak-tebakan, demonstrasi, penugasan. Tergantung materinya mbak”¹⁵⁸

Based on the results of observation when the learning activity on Tuesday, April 12, 2016 at 1st-A Grade. Teachers use the methods, sources, and media in accordance with that stated in the lesson plan and in accordance with the conditions of student 1st grade that need a lot of guidance that is by using the expository method, the question and the assignment. As well as for slow learner also use the same method but the lesson more personal or individual.¹⁵⁹ While the results of the

¹⁵⁷ Observation on learning activity at 5th-B Grade on 3 May, 2016

¹⁵⁸ Interview with Titi Setiani, GPK and Teacher 1st-A State Primary School Ketawanggede Malang, on April 12, 2016.

¹⁵⁹ Observation on learning activity at 1st-B Grade on April 12, 2016

observation when the learning activity on Wednesday, April 27, 2016. Learning methods are used, namely competition, ask and the assignment. Students look enthusiastic and excited when they competed for the field report reward. But students can't slow learner competed for its ability that still brought his friends. So the teacher gave the student individual to the problem of slow learner so that still can get a gift from a teacher.¹⁶⁰ On Wednesday, May 4, 2016, the teacher is using the method of demonstration, ask, and assignment.¹⁶¹

In the slow learner students learning, compared to regular students, have the opportunity and the equal treatment with regular students but teacher pay more attention to and guide students in answering the question, working on the problem on the Board, and worked on the problem in the book.

Thus, methods that used teacher 1st-A grade in accordance with condition 1st grade. methods used are sometimes demonstrations, competitions, and so on in accordance with the material and condition of 1st grade. Then I-A class teacher teach very expressive in his daily so as to make students interested in following lessons.

¹⁶⁰ Observation on learning activity at 1st-B Grade on April 27, 2016

¹⁶¹ Observation on learning activity at 1st-B Grade on May 4, 2016

Teacher 5th-B grade also implementing the method in accordance with the lesson plan and the material but not in accordance with the students ability of slow learner because students slow learner requires an individual approach.

The results of the observation when the learning activity on Friday, April 15, 2016 at 5th-B grade. Teachers implement appropriate learning methods listed in the lesson plan and is in compliance with the student's ability by using the method of demonstration, slow learner students have yet to understand what the teacher was delivered because of students ability of slow learner at 5th-B grade under regular companions so that Teacher Special Assist should teach slow learner individually at the source room.¹⁶² On Tuesday, April 26, 2016, the teacher is using the method of demonstration and assignment. And as usual, slow learner students do not understand what is explained by teachers so that teachers give reserved to students in accordance with their ability to slow learner and teacher guides the slow learner in working on the problem.¹⁶³ Next up on Tuesday, May 3, 2016, the teacher is using the method of demonstrations, assignments, and ask. As usual, the students do not understand what a slow learner described teachers because the material given teacher didn't suit him so teachers make

¹⁶² Observation on learning activity at 5th-B Grade on April 15, 2016

¹⁶³ Observation on learning activity at 5th-B Grade on April 26, 2016

reserved for slow learner students in accordance with their ability and other regular students guiding students slow learner in working on the problem. So the methods employed teachers to guide slow learner individually i.e. the assignment method.¹⁶⁴

In addition, in conveying the lessons especially students in elementary school is also required to facilitate the expressive teachers students understand the subject matter.

Here are the learning methods used by teacher 1st-A grade and 5th-B grade in the learning of mathematics in slow learner in the regular classroom:

(1) Expository Method

Teacher 1st-A grade uses learning method expository in mathematics learning in regular class. On Tuesday, April 12, 2016 teacher learning activities with explains or explain the initial concept of the material that is the number of skips. Teachers explain the material and how to work the problem through examples of reserved. Next the teacher gives reserved to students to do on notebooks.¹⁶⁵

(2) Competitive Method

On Tuesday, April 26, 2016, teacher 1st-A grade competitive learning methods applying so that enthusiastic

¹⁶⁴ Observation on learning activity at 5th-B Grade on May 4, 2016

¹⁶⁵ Observation on learning activity at 1st-A Grade on April 12, 2016

students in answering the question. Students do look very active and enthusiastic in answering questions from the teacher let alone teachers also give reward for students who can answer the question. The teacher forget if there is a slow learner students in the classroom so that students are slow learner feel not being able to get a reward like his friends. Finally slow learner cry because feel inadequate.¹⁶⁶

(3) Demonstration Method

Teacher 1st-A and 5th-B grade using the method of demonstration. Material on using the method of demonstration of learning materials 3-D shape and clock. Math counts as lesson to be concreted then the teachers often demonstrate media to facilitate students.

(4) Assignment Method

The assignment method used by master class I-A and V-B primarily for students of a slow learner who can not study in regular classes celebrates. The teacher gave the student individual tasks to the slow learner in accordance with their ability.

(5) Questioning Method

Questioning methods used by teachers when explaining the material or when describing solving problem.

¹⁶⁶ Observation on learning activity at 1st-A Grade on April 26, 2016

Thus, the teacher of class I-A methods, media, and learning resources fairly in accordance with condition grade i. methods used are sometimes demonstrations, competitions, and more appropriate to the material and condition 1st grade.

d) Learning Source

Learning resources used, namely thematic books consisting of teacher and student book, the book also applies to students of slow learner. In accordance with the explanation of the teacher 1st-A grade, she said “Iya, sudah. Sumbernya kan pakai buku tematik. Semuanya sama. ABK juga pakai buku itu. Tapi saya dan GPK menyederhanakan”¹⁶⁷

Based on the results of observation when the learning activity on Tuesday, April 12, 2016, Wednesday, April 27, 2016, Wednesday, May 4, 2016 in 1st-A grade. Regular student learning sources or slow learner namely thematic books.

5th-B grade material that is 3-D shape. Description teacher 1st-A grade on learning sources that are used, she said:

Iya, sumber belajarnya ini nggak boleh menyimpang dari buku guru dan buku siswa. Buku siswa untuk latihan kerjakan disini, lks untuk pr, kemudian petunjuknya saya lihat dibuku guru. Untuk siswa slow learner dari buku saya sederhanakan sendiri bersama GPK.¹⁶⁸

¹⁶⁷Interview with Titi Setiani, GPK and Teacher 1st-A State Primary School Ketawanggede Malang, on April 12, 2016

¹⁶⁸Interview with Sumiani, teacher 5th-B grade State Primary School Ketawanggede Malang, on April 15, 2016.

The results of the observation when the learning activity on Friday, April 15, 2016, Tuesday, 26 April 2016, Tuesday, May 3, 2016 at V-B class. Teachers use learning source in the form of thematic books.

e) Learning Media

Learning media used, the teacher adapts to learning material. For example, in 1-A class material that is counting the number of 50-100, then the medium in the form of card numbers. In accordance with the explanation of the teacher 1st-

A grade, she said:

Kalau media matematika macem-macem ya. Kalau seperti kemarin menghitung bilangan dari 50 sampai 100 itu ya membuat kartu bilangan. Kemudian kemarin bilangan loncat itu saya hanya membuat gambar seperti anak bermain lompat tangga. Kalau matematika sementara ini saya memang masih klasikal ngajarannya dengan tangan, jadi masih belum punya media yang tepat bahkan ya karena kan berhitungnya masih dibawah sepuluh, saya pikir lebih praktis dengan tangan dari pada dengan media yang lain. Nanti kalau sudah diatas itu bisa dengan biji-bijian atau dengan sempoa atau dengan apalah media yang lain¹⁶⁹

Based on the results of observation when the learning activity on Tuesday, April 12, 2016 in 1st-A grade. Teacher uses media in the form of a self teacher and student to count the number of jumps.¹⁷⁰ While the results of the observation when the learning activity on Wednesday, April 27, 2016. The lesson

¹⁶⁹ Interview with Titi Setiani, GPK and Teacher 1st-A State Primary School Ketawanggede Malang, on April 12, 2016

¹⁷⁰ Observation on learning activity at 1st-A Grade on April 12, 2016

that teacher wear media student own and wear the abacus.¹⁷¹

On Wednesday, May 4, 2016. Teachers also use wall clock media by teacher who attracted the attention of students and also wall clock which is in class.¹⁷²

Media used depending on the material that is could be the card numbers, abacus, homemade clock, and so on. There is no special media for the slow learner students but there are guidance and more attention to slow learner.

Materials of 5th-B grade namely 3-D shape so that the media used, i.e. the shape of 3-D shape that are being taught (cube and beams). In accordance with the explanations of the teacher of the class V-B, she said “Medianya misalnya hari ini bangun ruang jadi saya siapkan bangun ruang yang sesuai. Kebetulan kubus dan balok saja¹⁷³

Teacher 5th-B grade also implementation media learning in accordance with lesson plan and the material but not in accordance with ability of slow learner because slow learner requires an individual approach.

The results of the observation when the learning activity on Friday, April 15, 2016 at 5th-B grade. Teacher implementation appropriate learning media listed in the lesson plan and is in

¹⁷¹ Observation on learning activity at 1st-A Grade on April 27, 2016

¹⁷² Observation on learning activity at 1st-A Grade on April 26, 2016

¹⁷³ Interview with Sumiani, Guru Kelas V-B State Primary School Ketawanggede Malang, on April 15, 2016.

compliance with the student ability to use the media 2-D shape square and rectangular, 3-D shape cube and beam.¹⁷⁴ On Tuesday, 26 April 2016, teachers use the media 3-D shape cube. Slow learner students created reserved special by the summation of the material by providing media straws.¹⁷⁵ Next up on Tuesday, May 3, 2016, teachers use the media 3-D shape space beams.¹⁷⁶

Thus, teacher 1st-A and 5th-B grade using the media of instruction in accordance with the material. Special media for the slow learner students also adapted material.

f) Exercise materials

The results of the observation when the learning activity on Wednesday, April 27, 2016. For his training, slow learner equated with regular students with the guidance of shadow. On Wednesday, May 4, 2016.

Form of exercise or reserved for slow learner is actually different from regular students match the capabilities of the students. but due to the grade 1 is still the basis of slow learner ability, when the same as regular students in a particular matter, then we are confused. Titi Setiani, SE as teacher 1st-A grade says, “Ya nggak sama. Kalau ABK dengan yang nggak ABK ya pasti berbeda disesuaikan dengan kemampuan anaknya.

¹⁷⁴ Observation on learning activity at 5th-B Grade on April 15, 2016

¹⁷⁵ Observation on learning activity at 5th-B Grade on April 26, 2016

¹⁷⁶ Observation on learning activity at 5th-B Grade on May 3, 2016

Tapi kalau ketika materi itu ABK kemampuannya sama dengan siswa regular ya saya samakan juga soalnya. Tergantung kemampuan ABK¹⁷⁷

Based on the results of observation when the learning activity on Tuesday, April 12, 2016, Wednesday, April 27, 2016, and Wednesday, April 4, 2016 in 1st-A grade, the shape of the reserved wrote by teacher on whiteboard and from the student book, then the students copy reserved on book and answer it tasks including slow learner. Slow learner was given the same problem with regular students, but the work was assisted by shadow.¹⁷⁸

The form of the question provided teacher 1st-A grade adjust the students ability of slow learner yet because the slow learner 1st-A grade can still follow his regular, then the problem is equated with the guidance of shadow.

Master class V-B also makes reserved for slow learner students according to its ability different from regular students.

She gave an explanation:

Jelas beda. Soalnya saya catatkan, diberi soal sendiri yang soalnya berbeda tapi sesuai dengan muatan yang misalnya anak regular muatannya berhitung, juga dibuatkan soal dengan grade yang setarafnya dia, muatannya sama

¹⁷⁷ Interview with Titi Setiani, GPK and Teacher 1st-A State Primary School Ketawanggede Malang, on April 12, 2016

¹⁷⁸ Observation on learning activity at 1st-A Grade

berhitung.nya. soalnya dibuatkan yang termudah, disesuaikan kemampuan anaknya¹⁷⁹

The results of observation when the learning activity on Friday, April 15, 2016 and Tuesday, April 26, 2016 at V-B class. The teacher makes the question to suit students ability and charge accordingly with the lesson in progress. Then, the teacher guides the slow learner in working on the problem. Then on Tuesday, May 3, 2016, teachers also makes the question to suit students ability and slow learner students are working on the problem with the guidance of her friends.¹⁸⁰

3) Closing Activity

- a) Teacher with students create a summary or conclusion lessons involve students of regular and slow learner

Teacher 1st-A grade rarely do such activities due to forget, but sometimes he invites students to make inferences a lesson on today. Slow learner students are also involved in making conclusions. She says, “Nah itu yang kadang jarang saya lakukan, kadang ya lupa ya, kadang jarang itu saya lakukan itu. Ketika saya melakukan ya siswa slow learner juga saya libatkan”¹⁸¹

¹⁷⁹ Interview with Sumiani, Guru Kelas V-B State Primary School Ketawanggede Malang, on April 15, 2016

¹⁸⁰ Observation on learning activity at 5th-B Grade

¹⁸¹ Interview with Titi Setiani, GPK and Teacher 1st-A State Primary School Ketawanggede Malang, on April 12, 2016.

In accordance with the results of the observation when the learning activity on Tuesday, April 12, 2016, Wednesday, April 27, 2016, and Wednesday, May 4, 2016 at 1st-A grade. Teachers have yet to invite the students to create a summary or conclusion.¹⁸²

Thus, the teacher 1st-A grade has not made a summary or conclusion at the end of the lesson because it is often forgotten.

In contrast to teacher 1st-A grade, a classroom teacher V-B always invites children to create a summary or conclusion. In accordance with the results of the interviews to the teacher 5th-B grade, she said:

Biasanya iya. Setelah rangkuman, terus mereview lagi saya coba dengan saya tes dengan soal lisan, setelah itu catatan-catatan kecil, terus saya beri PR. Biasanya rangkuman diakhir pelajaran itu ditulis, seperti ini anak-anak sudah menulis tanpa disuruh. Jadi saya beri soal hitunglah volume balok dengan panjang berapa lebar berapa tinggi berapa. Besok satu-satu¹⁸³

This passage is evident from observations when learning activities on Friday, April 15, 2016 at 5th-B grade. Students make a summary in the book wrote about 3D shapes space cube and beams at the end of the lesson.¹⁸⁴ On Tuesday, April 26, 2016, the teacher invites students to make a summary of the volume of the cube and review the teachers back lessons by

¹⁸² Observation on learning activity at 5th-B Grade on May 3, 2016

¹⁸³ Interview with Sumiani, Guru Kelas V-B State Primary School Ketawanggede Malang, on April 15, 2016.

¹⁸⁴ Observation on learning activity at 5th-B Grade on April 15, 2016

making 2 reserved on the Board about the volume of the cube, the students are asked to find an answer of the problem and forward to tackle the problem on the Board.¹⁸⁵ Next up on Tuesday, May 3, 2016, students create a summary of the volume of the beam. Slow learner students are also involved in making a summary. But to tackle the problem on the Board, slow learner is not involved.

Thus, the end of the lesson, the teacher of the 5th-B grade always ask students to make a summary in writing books about the matter that day and sometimes teachers reviewed the matter with making some question on the Board to be worked on by students.

b) Convey the learning plan at the next meeting

Teacher 1st-A grade rarely convey the learning plan at the next meeting. The teacher only task that must be carried out by students and did student at task book. Teacher 1st-A grade describes “Jarang juga, tapi ya sesekali satu minggu ya 3 sampai 4 kali ya saya sampaikan, besok kita akan belajar ini, ya saya sampaikan. Biasanya di buku tugas itu anak-anak mencatat apa yang dia kerjakan di rumah, PR, kayak tugas apa yang harus dilakukan”¹⁸⁶

¹⁸⁵ Observation on learning activity at 5th-B Grade on May 3, 2016

¹⁸⁶ Interview Titi Setiani, GPK and teacher 1st-A grade State Primary School Ketawanggede Malang, on April 12, 2016.

Based on the results of observation when the learning activity on Tuesday, April 12, Wednesday, April 27, 2016, and Wednesday, May 4, 2016 class I-A. Teachers have yet to deliver the learning plan to the next meeting.

Teacher 5th-B grade is already delivering learning plan at the next meeting for students learning after the end of regular of tasks that must be done at home. For slow learner, teachers do not deliver material for next meeting, however the Teacher Special Assist which convey. Teacher 5th-B grade said “Ya diakhir pelajaran saya memberi pesan supaya anak-anak belajar di rumah materi selanjutnya, saya kasih tau. Kan kalau tematik ini sudah urut tiap pembelajaran. Kalau Caca ya tidak saya kasih tau, biasanya GPK”¹⁸⁷

That explanation is evidenced by the results of the observations undertaken researchers when learning activities on Friday, April 15, 2016 at 5th-B grade. Teachers are already delivering learning plan at the next meeting that is the next book in the learning of students. On Tuesday, April 26, and May 3, 2016, teachers have yet to deliver a plan of further learning.¹⁸⁸

Thus, the teacher of class I-A has yet to deliver a plan of study at the next meeting. While the teacher 5th-B grade,

¹⁸⁷ Interview with Sumiani, Teacher 5th-B grade State Primary School Ketawanggede Malang, on April 15, 2016.

¹⁸⁸ Observation on learning activity at 5th-B Grade

sometimes delivering learning to the next meeting and sometimes not. But it applies only to regular students. The teacher did not convey the learning plans for students a slow learner, but the Teacher Special Assist which convey.

b. Implementation of Mathematics Learning on Slow Learners at Source Room

The learning resource room at State Primary School Ketawanggede tend to be more like the private learning so that there is no systematic procedure should be used. The lesson that prefer to the repetition of material or material especially for the students understanding of slow learner because of slow learner students need a longer time in understanding the material. In accordance with the results of the interviews to Anisa as Teacher Special Assist, she says:

Kalau di ruang sumber ini nggak ada tahap yang harus diikuti seperti di kelas reguler ya, jadi tergantung gurunya, semacam privat. Guru lihat karakteristik dan kemampuan siswanya, baru RPP-nya disesuaikan dengan siswanya. Poin-poin yang ada di RPP itu disesuaikan dengan siswanya. Kalau slow learner biasanya saya lebih pada mengulang-ngulang materi karena dia itu dikit-dikit lupa dan lama bisa paham. Jadi materinya otomatis selalu diulang, metodenya disesuaikan dengan karakteristik siswanya, medianya harus variatif.¹⁸⁹

Learning in the source room itself flexible in accordance with the wishes of the child. Teachers are already planning material and so forth but for its implementation, the teacher adapts the wishes of

¹⁸⁹ Interview with Anisa, teacher special escort State Primary School Ketawanggede Malang

students. Dewi Martia Ningsih, S.Psi as Teacher Special Assist shed some light:

Kalau di ruang sumber ya fleksibel saja soalnya anak kayak gitu nggak bisa kalau disuruh formal itu jadi ya fleksibel saja. Dan misalnya hari ini jadwalnya dia matematika tapi dia nggak mau belajar matematika, oke hari ini kamu maunya belajar apa baru diturunin. Nanti kalau misalnya dia sudah jenuh, dicoba. Kalau misalnya dia matematika nggak bisa yang kalau anak gitu kan gampang bosan, kalau ditulis gitu kan bosan, jadi pakai alat¹⁹⁰

1) Introduction Step

a) Preparing Students psychologically and physically

Before starting the learning resource room, Teacher Special Assist initiate learning by preparing students psychologically and physically used to like learning in regular class because of the readiness of the students is key to be able to continue or enter knowledge in students, if their students not ready then the material or knowledge given the teacher would be difficult to be accepted. Teacher Special Assist have respective ways to prepare the psychic and physical slow learner students before learning. Teacher Special Assist prepare students psychologically and physically by referring students to play in advance so that students are happy and the material taught is easy to accepted students, as she reveals:

Ya seperti yang saya infokan tadi jadi untuk awal memang kalo anaknya pengen bermain dulu ya sudah saya bebaskan untuk bermain, 10 menit gitu. 10 menit silahkan bermain habis itu belajar lagi. Terus nanti mungkin dari itu anaknya senang. Mulai dari senang itu anaknya belajar juga senang, materi yang

¹⁹⁰ Interview with Dewi Martia Ningsih, GPK State Primary School Ketawanggede Malang, on April 15, 2016.

saya berikan harapannya memang masuk dan anaknya memahami¹⁹¹

Based on the results of observation when learning activities slow learner 5th grade on Friday, April 8, 2016 at the source room. Before you start learning, Teacher Special Assist asks news first, have eaten anything yet. After that take the picture Board Teacher Special Assist shirt that has looked to the pits to put such cords binding shoes. Teacher Special Assist ask students the Board binding to finish, and then invite the students play unloading pairs of horses.

While the results of the observation when the learning activities of slow learner class I on Thursday, April 14, 2016 at the source. Before you start learning, Teacher Special Assist asking for lessons in the classroom, then immediately starting material.

Titi Setiani, SE adding explanations to prepare students psychologically and physically, she says:

Kalau psikis ya saya sering mengajak anak untuk belajar berempati. Harus bersyukur, rajin belajar, tetap rajin mengaji. Itu secara psikisnya. Kalau fisik ya biasanya anak-anak saya ajak untuk senam bersama di aula sebelum pembelajaran. Terus kadang saya ajak bermain yang menggunakan fisik. Melempar bola, kan anak slow learner melempar bola juga nggak akan jauh, jadi ya disitu tok wes¹⁹²

Thus, Teacher Special Assist prepared the psychologically and physically slow learner students first before starting the learning

¹⁹¹ Interview with Anisa, Teacher Special Assist State Primary School Ketawanggede Malang, tanggal 14 April 2016.

¹⁹² Interview with Titi Setiani, GPK dan Guru Kelas 1-A State Primary School Ketawanggede Malang, on April 12, 2016.

resource room. Physically in a manner invites students to play in advance so that students are happy and the material taught is easy to accepted students, with gymnastics in the Hall, throwing the ball. If it's psychologically usually before learning was given religious advice for example thankful.

b) Raises the motivation

After setting up the students in a physical and psychic, Teacher Special Assist raises student motivation e.g. by telling stories, giving advice, motivational video, featuring the game and so forth.

As expressed by Anisa as Teacher Special Assist:

Saya nggak langsung memulai materinya. Saya kasi motivasi dulu, nasihat, cerita-cerita motivasi biar anak semangat kadang juga saya ajak bermain dulu. Biasanya saya tanyakan cita-citanya apa, terus pengen pinter apa nggak, jadi ketika dia sudah mulai nggak semangat, nggak mau focus, baru saya Tanya seperti itu¹⁹³

In accordance with the results of the observations on the slow learner 1st grade when learning activities on Thursday, April 14, 2016 at the source room. Teacher Special Assist raises motivation with tells the story of a boy who loves to help her mom. Then the results of observation on slow learner 5th grade when learning activities on Friday, April 8, 2016 at the source. Teacher Special Assist raises the motivation of students with told me about the

¹⁹³ Interview with Anisa, GPK State Primary School Ketawanggede Malang, on April 14, 2016.

success of the child who is willing to work hard. Students look enthusiastic in listening to the teacher.

Titi Setiani, SE add explanation of Anisa, she says:

Nasihat, ya disamping nasihat kata-kata, video, saya tidak jarang juga sering memberikan hadiah. Reward itu saya sering berikan misalnya dia bisa menyelesaikan tugas nilainya bagus itu tidak jarang juga saya bawa makanan yang bisa dibagikan anak-anak untuk makan bersama. Atau pas bermain memasukkan bola lebih banyak saya kasih hadiah¹⁹⁴

Thus, the Teacher Special Assist raises student motivation a slow learner by giving advice through video, storytelling, video showing the motivation, the giving of reward when the value is great, when can enter the ball more.

c) Deliver Learning Objectives

Learning objectives at the source will be different with the goal of learning in regular class because of the learning objectives in the individual nature of the sources suits your abilities and needs of students. The purpose of the learning resource room adapted to the form of the material. In accordance with the results of the interviews to Dewi Martia Ningsih, S.Psi as Teacher Special Assist, she says “Ya jelas beda mbak tujuannya. Kalau di regular kan sesuai buku. Kalau disini disesuaikan kemampuan ABKnya. Biasanya kan materi dasar dulu. Jadi tujuannya ya seputar itu”

¹⁹⁴ Interview with Titi Setiani, GPK dan Teacher 1st-A State Primary School Ketawanggede Malang, on April 12, 2016.

Thus, the learning objectives in the space resources tailored to the abilities and needs of each student.

d) Raises the confidence

Slow learner other than slow in learning, she is also shy and don't have the confidence. Therefore, in the learning resource room, Teacher Special Assist teaching slow learner to engender confidence. Anisa trained students with confidence giving confidence in the slow learner students to argue and tell me. He describes, "Memberi anak sebuah kepercayaan itu yang penting sebenarnya untuk membuat siswa slow learner bisa percaya diri. Jadi biasanya saya bercerita dan minta pendapat dia, kadang saya minta dia yang bercerita tentang kesehariannya, untuk melatih siswa juga dalam bercerita"

In accordance with the results of the observation when the learning activities of slow learner 1st-A grade on Thursday, April 14, 2016 at the source room. Teacher Special Assist asks students to tell stories his activities began early this morning, with a few dipancing of the sentence a question. While the results of the observation when the learning activities of students slow learner class V-B on Friday, April 8, 2016 at the source room. Teacher Special Assist training the student's confidence by asking students to answer the question on the Board.

Titi Setiani, SE adding explanations to train students self-confidence:

Kalau saya selama ini memberikan kebebasan mereka untuk menata ruang seperti misalnya dia mengaharapkan bu ini ditata di atas iya. Ini dipindahkan kesini. Oh iya boleh. Kalau saya memang pendidikan di ruang sumber itu saya bebaskan pokoknya selama dilihat masih bagus, masih bersih¹⁹⁵

Based on the above explanation, the Titi Setiani, SE train confident students slow learner with confidence also put on a slow learner students as well as Anisa. However the trust given to different student. Titi Setiani, SE put trust on a slow learner by giving students the freedom of students to organize space.

Thus, to train or raises confidence in students a slow learner, give or put trust for storytelling, argue or freedom in styling your room in the basement of the source room.

2) Core Activity

a) Materials

The material to be taught had also been prepared in advance. The material taught in the basement of a preferred source the basics first, namely learning to read and count. If the children in special need can already membaca and counting, recently put into tematiknya. In the giving of material for students of slow learner must be repeated, so to teach the material today, then the previous material or material of yesterday must be entered again on the

¹⁹⁵ Inerview with Titi Setiani, GPK and Teacher 1st-A grade State Primary School Ketawanggede Malang, on April 13, 2016.

matter today. According to the interview conducted with Anisa as Teacher Special Assist, she says:

Kalau disini mungkin dasar-dasarnya ya kayak membaca sama menghitung gitu itu. Karena kebanyakan emang membacanya belum lancar, matematikanya sendiri juga belum lancar. Jadi yang dasar-dasar dulu. Nanti kalau seumpamanya dia sudah paham, ya kita baru menginjak ke tematik pembelajarannya¹⁹⁶

Titi Setiani, SE as Teacher Special Assist, added explanation of Anisa:

Kalau materi ya sudah disiapkan tapi ya tergantung. Kadang juga spontanitas. Pokoknya kalau mengajar anak slow learner itu misalnya materinya sekarang penjumlahan 1-10, besok 11-20, nah pas materi 11-20 itu tetap saya ulang lagi materi yang kemarin. Itu kuncinya.¹⁹⁷

In the giving of material to slow learner, students still need to pay attention to the ability of each individual because although equally slow learner students but ability and its development can be different due to the treatment or the giving of material everyday, and so on. In accordance with the explanation of Titi Setiani, SE as Teacher Special Assist State Primary School Ketawanggede, she said:

Kita punya 3 siswa slow learner disini. Saya contohkan Flora kelas 1 dan Caca Kelas V. Flora karena kelas 1 materinya masih dasar dan mamanya juga telaten membimbing dia sehingga dia mampu mengikuti materi di kelas meskipun lama. Tapi kalau Caca kemampuannya sangat jauh dibawah temannya karena seharusnya kan setelah dibimbing di kelas, terus di ruang sumber, dirumah itu harus dibimbing lagi. Siswa slow learner itu harus seperti itu, tapi Caca saya kasih PR saja banyak yang salah, berarti kan nggak dibimbing. Itu yang

¹⁹⁶ Interview with Anisa, GPK State Primary School Ketawanggede Malang, on April 14, 2016.

¹⁹⁷ Interview with Titi Setiani, GPK State Primary School Ketawanggede Malang, tanggal 13 April 2016.

membuat dia kemampuannya tertinggal jauh dengan teman-temannya. Makanya materinya pun dia masih penjumlahan, kayak gitu padahal sudah kelas V¹⁹⁸

Thus, materials for the learning resource room adapted to the abilities of each student as each student a slow learner no matter his ability varies depending on treatment and guidance daily. Slow learner students who always get guidance on a regular basis then development will be faster compared to a slow learner students who did not receive guidance on a regular basis and repeatedly. The material begins with *calistung* after it goes into thematic learning. The granting of the material should be repeated, so the material should be included in yesterday's material now, so on.

His mathematical learning models in the source itself to start from learning to know the numbers of low-low to stop. Then proceed with the sum of the numbers already remember so while strengthen memories of children against a number that already remember yesteryear. Furthermore if it can, the new numbers raised, continue like that. In accordance with the explanation of

Dewi Martia Ningsih, S.Psi as Teacher Special Assist, she says:

Saya kan punya banyak murid dan yang nggak bisa matematika ya. Kalau anak yang nggak bisa matematika itu pembelajarannya dari awal, mulai dari angka dulu. Dia nggak bisa angka berapa saja. Misalnya dia Cuma tau angka 1 sampai 10 itu dihafal sekitar ya kalau anak slow learner kan harus diulang-ulang kan pembelajarannya. Nah dihafal pokoknya dia minimal tau 10-20 angka saja. Habis itu nanti kalau sudah hafal, kita mulai dari penjumlahan 1 sampai 10 atau 1 sampai 5

¹⁹⁸ *Ibid*

dulu yang paling dasar. Jadi misalnya 5 tambah 1, 2 tambah 3, jadi nggak lebih dari angka 5, jadi kalau sudah bisa baru dinaikkan 1-, 20, bertahap gitu¹⁹⁹

Based on observations of the learning of mathematics in slow learner 1st-A grade on Thursday, April 14, 2016 at the source room, the Teacher Special Assist presents material addition with repeaters-ngulangan in working on the problem. Students were given a 5 question of the sums and be guided by the Teacher Special Assist, subsequently given the matter again and still guided by the Teacher Special Assist, then given a matter without the guidance of Teacher Special Assist with same material i.e. summation. While the results of the observation of learning mathematics in slow learner 5th-B Friday, April 8, 2016 at the source room, the Teacher Special Assist presents a matter of addition to a slow learner are carried out with the guidance of Teacher Special Assist, Teacher Special Assist summation problem presents again without the guidance of Teacher Special Assist because at the time of the first question, students work slow learner is sufficient can add up. Next the Teacher Special Assist presents a matter of reduction with the guidance of the Teacher Special Assist to twice then without the guidance of Teacher Special Assist.

Thus, in the learning source room, Teacher Special Assist give reserved or exercise repeatedly to do a slow learner students. The

¹⁹⁹ Interview with Dewi Martia Ningsih, GPK State Primary School Ketawanggede Malang, on 15 April 2016.

work was done gradually to package the first problem is still guided by the Teacher Special Assist, Furthermore if students felt was enough then it will be able to proceed with the second question without guidance package Teacher Special Assist however if hasn't been able to keep then continued with a second package of sola but still guided by the Teacher Special Assist.

b) Learning Model

The model of learning in the source using the model of individual learning. So students of Teacher Special Assist will be served individually by Teacher Special Assist. Study on the space the scheduled resource for each of Teacher Special Assist i.e. 1 week 2 times, but if at any time the could not conditioned in class then it will be instantly drawn to the space resources. As expressed by Anisa as Teacher Special Assist "Sebagaimana yang diungkapkan oleh Bu Anisa selaku GPK "Kalau disini individual. Karena kan memang klasikalnya di kelas ya terus disini dipanggil anak-anak yang berkebutuhan lebih, jadi individual"

It is expressed Titi Setiani, SE as Teacher Special Assist, she said "Ya individual ya jadi ya kan memang kebutuhannya macem-macem sendiri-sendiri sesuai kemampuannya jadi ya individual"

The above explanation is evidenced by the results of the observation when the activities of learning math on student learning in the sluggish resources. There are visible 1 Teacher

Special Assist, 1 children in special need, and 1 shadow (if any). The lesson that are personal or individualized so students easily directed in the following learning but students look easily bored.

c) Learning Method

Teacher Special Assist set up the methods that is contained on the individual lesson plan to learning source room adapted to the characteristics of the child. Teacher Special Assist already understand how the characteristics and tendencies of every student. Thus Teacher Special Assist adjust strategy with characteristics of each students especially students slow to learn. In accordance with the results of the interview with the Dewi Martia Ningsih, S.Psi as Teacher Special Assist “Di RPPI itu sudah disiapkan metodenya juga. Jelas metode yang digunakan harus disesuaikan dengan karakter siswa atau jenis kebutuhan siswa. Saya ya langsung oh anak ini begini cocoknya metode ini, seperti itu”²⁰⁰

Anisa as Teacher Special Assist added the explanation of the Dewi Martia Ningsih, S.Psi, she says “Ya jelas. Kalau slow learner ya nanti metodenya disesuaikan untuk anak slow learner cocoknya bagaimana. Dilihat dulu kesulitan siswa slow learner itu bagaimana baru bisa tau metode yang cocok.”²⁰¹

²⁰⁰ Interview with Dewi Martia Ningsih, GPK State Primary School Ketawanggede Malang, tanggal 15 April 2016.

²⁰¹ Interview with Anisa, GPK State Primary School Ketawanggede Malang, tanggal 14 April 2016.

Teacher Special Assist is also sometimes spontaneity change learning methods when a planned method is considered less suitable with the condition of students at this time. Titi Setiani, SE as Teacher Special Assist added:

Ada juga pelajaran yang spontanitas itu juga sering, Jadi saya menggunakan metode yang spontan saat itu. Seumpama dia lari ke luar saya ikut ke luar. Apa yang ditunjuk, misalnya itu apa sih bu, ayo dieja itu huruf apa. Itu spontan gitu loh. Tidak akan ada direncana kita meskipun sudah dimening-mening oh besok tak ajari iki iki iki tapi kenyataannya belum tentu. Itu kalau ngajar anak ABK ya seperti itu²⁰²

Thus, Teacher Special Assist usually prepare a method for learning in the sources suits your abilities and characteristics of the students. But sometimes also in Teacher Special Assist spontaneity change methods that are already planned in accordance with the conditions of the students at the time.

Teacher Special Assist customize learning methods in the source with the characteristics or the needs of the students. For the slow learner, Teacher Special Assist tend to use methods of drill, the assignment so slow learner students the lesson that tends to be repeated and she did her own or work on it yourself, given the problem or exercise like that. In accordance with the results of the interviews to Anisa as Teacher Special Assist:

Tiap siswa punya karakteristik dan kecenderungan masing-masing, jadi metodenya pun berbeda-beda. Tapi kalau untuk siswa slow learner saya biasanya saya drill, saya kasi latihan-

²⁰² Interview with Titi Setiani, GPK State Primary School Ketawanggede Malang, tanggal 13 April 2016.

latihan ya karena kan siswa slow learner membutuhkan pelajaran ya selalu diulang. Jadi biasanya saya terangkan terus saya suruh mengerjakan, saya terangkan soal yang dia kerjakan tadi, saya kasi soal lagi, seperti itu.

In accordance with the results of the observation when the learning activities of students slow learner class I-A on Thursday, April 14, 2016 at the source room. Teacher Special Assist teach using the methods of drill namely the students explained about summation. Then, students are working on. Students tend to be given the exercise constantly.

On Friday, April 8, 2016 at the source when the learning activity on the students slow learner class V, Teacher Special Assist using drills method. Teacher Special Assist gives problems to exercise carried out by students of a slow learner. Teacher Special Assist drilling slow learner with reserved or exercises because of a slow learner students are easy to forget with what was studied.

Liveliness in the learning of students in the sources is also required to make the learning of it live. Teacher Special Assist has a way to make a slow learner actively in accordance with the characteristics of their students. Anisa as teacher special escort says:

Selalu mengikutsertakan anak dalam pembelajaran. Kalau individu kan seperti itu tapi kalau biasanya ada orang yang ada di ruang sumber itu saya gunakan kayak persaingan atau lomba jadinya satu sama lain ada motivasi lah. Iya kalau satu saya bimbing terus kemarin juga bisa dua orang itu kalau satunya

sudah lebih bisa mungkin bisa diajari jadi semacam peer teaching gitu pembelajaran sebaya. Kalau Cuma 1 ya saya suruh ngerjakan dibuku tulis, papan tulis, maju, saya beri tebak-tebakan, saya suruh mengerjakan berulang-ulang²⁰³

Statement of Teacher Special Assist above mentioned that Anisa as Teacher Special Assist make slow learner students active when learning at the source by using the method of peer teaching or competition if there are students in the sources of more than 1. But if only 1 students usually by asking the students working on the on the Board, play guessing, or ask for a slow learner students work the problem repeatedly because it viewed the students slow learner who experience delays in learning.

Based on the results of observation when learning activities students slow learner class I on Thursday, April 14, 2016 at the source. Teacher Special Assist gave reserved to slow learner students over and over again by asking the students slow learner working on on the Board, then the students working on the dibuku, were later executed with the help of student media Board summation. While the results of the observation when the learning activities of students slow learner class V-B on Friday, April 8, 2016 at the source. Teacher Special Assist asks students working on the matter repeatedly with different forms of matter but in the same way that is working on a book.

²⁰³ Interview with Anisa, GPK State Primary School Ketawanggede Malang, tanggal 14 April 2016.

Titi Setiani, SE added explanation of how to make a slow learner active:

Ya saya tidak jarang untuk mengajak anak berinteraksi ya. Interaksi itu berupa kecakapan, berupa fisik ya tadi itu saya ajak ayo kita kerja bakti kita membersihkan kelas. Kadang ada anak yang dia tertarik untuk itu dulu, baru dia mau belajar. Kadang ya dari omongan saja. Kayak suruh bercerita. Kan anak slow learner ada yang diam saja. Kalau nggak digebuh nggak ditabuih dia nggak akan keluar omongan kan, jadi ya saya pancing dulu, saya ajak cerita dulu, baru dia akan bercerita²⁰⁴

Based on the above explanation, the Titi Setiani, SE as Teacher Special Assist made a slow learner active with fishing stories, invite him told me that he wanna talk and no shame and doubt removing the words. In addition, the Teacher Special Assist also invites students to interact to create a slow learner active.

Thus, the Teacher Special Assist make students active when slow learner learning resource room by using the method of peer teaching or competition if there are students in the sources of more than 1. But if only 1 students usually by asking the students working on the on the Board, play guessing, invited him to tell a story, invite interact, or ask for a slow learner students are working on the problem repeatedly because it viewed the students slow learner who experience delays in learning, Teacher Special Assist often use drill methods to slow learner. Teacher Special Assist drilling slow learner with exercise or a matter repeatedly with

²⁰⁴ Interview with Titi Setiani, GPK dan Guru Kelas 1-A State Primary School Ketawanggede Malang, tanggal 13 April 2016.

different questions in one material so that it can be implanted in the minds of students.

d) Learning Source

The material prepared by the Teacher Special Assist taken from regular thematic book but simplified by the Teacher Special Assist own according to the needs and abilities of the students slow learner. Dewi Martia Ningsih, S.Psi as Teacher Special Assist State Primary School Ketawanggede gave an explanation “Modul yang saya gunakan di ruang sumber itu dari buku tematik regular mbak tapi saya sederhanakan”²⁰⁵

The source room is already available in the various learning resources for students in need. Teachers often utilize the learning resources that are available in the source, for example a picture book series, book remidi math, etc. Titi Setiani, SE as Teacher Special Assist shed some light “Kalau sumber belajar selama ini yang ada di ruang sumber itu banyak ya, kartu huruf, ada apa namanya buku, buku seri bergambar, banyak”²⁰⁶

It is also disclosed Anisa as Teacher Special Assist, she says:

Kalau saya dari buku-buku yang ada disini juga, disini kan juga ada soal-soal terus kadang juga kondisional sesuai dengan kemampuan anak sesuai dengan pengalaman saya sendiri ketika dia masih ditahap penjumlahan puluhan ya saya kasih

²⁰⁵ Interview with Dewi Martia Ningsih, GPK State Primary School Ketawanggede Malang, tanggal 15 April 2016.

²⁰⁶ Interview with Titi Setiani, GPK dan Guru Kelas 1-A State Primary School Ketawanggede Malang, tanggal 13 April 2016.

puluhan, kalau pengurangan ya pengurangan. Jadi tidak ada buku panduan yang tetap untuk anak itu sendiri.²⁰⁷

Shadow or parents of slow learner 1st-A added, “Ya kayak gambar. Bukunya itu mesti ada gambarnya, kayak bahasa jawa ya kayak bahasanya kuping itu anak kan nggak ngerti kuping itu apa mbak, jadi itu ada gambarnya telinga, anak jadi ngerti”

In accordance with the results of the observation when the learning activity on a slow learner students in the class I sources, Teacher Special Assist always utilizing learning resources that exist in the source. On Thursday, April 14, 2016. Teacher Special Assist teach addition using the book math remedial for kids with learning difficulties. Then on Friday, April 8, 2016 at the source when the learning activity on the students slow learner class V, Teacher Special Assist do not carry the book sources.

Thus, the teacher special scort sometimes utilizing learning resources that are available in the source, for example a picture book series, books of mathematical remidi, etc.

e) Learning Media

GPK prepare media learning to slow learner students by utilizing the existing media room sources. Media used depending on the material being taught and always varied. As an explanation of Anisa as Teacher Special Assist: “Medianya ya saya

²⁰⁷ Interview with Anisa, GPK State Primary School Ketawanggede Malang, tanggal 14 April 2016.

menggunakan yang ada di ruang sumber saya sesuaikan dengan materinya. Kan disini banyak medianya, materi penjumlahan saja ada bermacam-macam jadi ya siswa itu senang kalau belajar di ruang sumber”²⁰⁸

The source room is already available in the various media of instruction for students in need. Teachers often utilize available media in the media source, such as puzzle board counts, sums, letters, cards and more. Titi Setiani, SE as GPK shed some light:

Media selama ini yang ada di ruang sumber itu banyak ya, kartu huruf, ada apa namanya puzzle hitungan. Bahkan saya pernah menggunakan video untuk memotivasi mereka itu ya video-video yang menyentuh ya hati mereka bahwa mereka itu seperti itu tidak sendiri. Banyak yang seperti mereka tapi berhasil. Bahkan sampai menangis anak-anak itu pernah saya lakukan²⁰⁹

It is also disclosed Anisa as Teacher Special Assist, she says:

Kalau media matematika disini ada penjumlahan tadi kalau penjumlahan ada pasangan hasilnya pasangannya berapa gitu itu. Tapi untuk selain itu mungkin anak pakai tangan langsung ya soalnya kalau di kelas sendiri susah gitu. Kalau ada media apa seumpama untuk dia bawa mendingan yang bisa dia gunakan pakai tangan. Untuk selama ini sih baru itu ya medianya untuk matematika²¹⁰

In accordance with the results of the observation when the learning activity on a slow learner students 1st grade in source room, Teacher Special Assist always make use of the existing

²⁰⁸ Interview with Anisa, GPK State Primary School Ketawanggede Malang, tanggal 14 April 2016.

²⁰⁹ Interview with Titi Setiani, GPK dan Guru Kelas 1-A State Primary School Ketawanggede Malang, tanggal 13 April 2016.

²¹⁰ Interview with Anisa, GPK State Primary School Ketawanggede Malang, tanggal 14 April 2016.

space in the media source. On Thursday, April 14, 2016. Teacher Special Assist teach addition with the help of the boards of the sums thus leading to a slow learner in student motivation paired the problem and the answer. Then on Friday, April 8, 2016 at the source when the learning activity on the students slow learner 5th grade, Teacher Special Assist are using media fingers her own students to ease students calculate addition and subtraction.

Thus, the Teacher Special Assist often utilize available media in the media source, such as puzzle board counts, sums, letters, cards and more.

f) Exercise Materials

The form of the question used in the learning resource room, created by the Teacher Special Assist. Usually reserved exclusively for children in special need more interesting than regular students. Reserved created pictorial and interesting in order to better motivate children in special need in learning.

Titi Setiani, SE as Teacher Special Assist added, “Untuk anak inklusi ini biasanya soal itu bergambar. Memang ada semacam untuk memudahkan lah anak-anak. Mereka kan ya mungkin terbatas kan untuk bisa membaca dan memahami langsung ke otak, jadi harus ditambahi dengan visualnya lah”²¹¹

²¹¹Interview with Titi Setiani, GPK dan Guru Kelas 1-A State Primary School Ketawanggede Malang, tanggal 12 April 2016.

The statement is with shadow or slow learner students parents, she says, “Ya bergambar tadi mbak. Biasanya soalnya ada gambarnya. Jadi Flora bisa menjawab”²¹²

Thus, the form reserved for slow learner students when studying in the source that is either a matter of pictorial or visual.

3) Closing

Closing activities in source room conducted by the Teacher Special Assist unlike the regular class. In the closing activity, sources only done the teacher with prayer and remind students to always learn at home with parents or siblings. In accordance with the results of interviews with Anisa as Teacher Special Assist state primary school Ketawanggede Malang, she says “Kalau penutupan disini ya Cuma berdoa terus saya ingatkan supaya belajar sama orang tua di rumah, itu saja”

In accordance with the observations of the researchers when learning activities in students of a slow learner 1st grade at the source room. On Thursday, April 14, 2016 and Friday, April 8, 2016. Teacher Special Assist close the lesson by reminding students in order to study with the parents at home and then students praying in our hearts and say thank God.

So the implementation of mathematics learning on slow learner was implemented in the regular course and in the source. In the regular

²¹²Interview with Maryati, Shadow atau orang tua siswa slow learner kelas I-A, tanggal 12 April 2016.

classroom learning with teachers and classes in the source with the GPK. Implementation of learning in regular class consists of the stages of introduction, core, and closing.

The first stage consists of an introduction, prepare students psychologically and physically by referring students to sing, stand up, move around, tell stories. Second, do a *apersepsi* with a repeat of previous learning. Third, explain the purpose. Fourth, raises motivation with singing, storytelling, giving advice, and the granting of a slow learner students motivation to do personal after-hours lessons with speech advice.

The next stage of core activity consists of first, the material. The ability of the students slow learner class I-A with V-B are different. Students slow learner class I-A was still able to follow the learning in regular class as his friends while the students slow learner class V-B ability equivalent to class I so not able to follow the learning in regular class as his friends. It can occur due to treatment or routine guidance will bring a good progression, so otherwise. So the material to students slow learner class I-A regular with his friends the same as long as he can still be followed, if indeed he cannot follow then the material will *disedernakan*. Master class I-A repeating material until students understand while the slow learner students always guided individually until he can answer. For slow learner class V-B because he could not follow the material on regular classes so that the master class has always approached and explained individually when learning the material in accordance with the students '

ability of a slow learner. Second, a Model of learning. The learning model used master class I-A and V-B in the regular course of classical learning models are more likely to use and individually. Master class I-A sometimes also use models of individual learning to all students especially slow learner students. Master class V-B also also use individual learning model but specifically to students of a slow learner by rendering the question of its own accord the ability slow learner students. Third, the method of instruction. Learning methods used master class I-A and V-B material and adapted to the conditions of the students. Sometimes using the method ekspositori, demonstrations, assignments, faqs and other sabagainya. Methods used to slow learner students also are the same but the teacher using the method of assignment with the guidance of the teacher to the student a slow learner who is not able to follow the learning processed. Teachers provide guidance to individual students slow learner when answering pertanyaan and worked on the problem in both the book and the Board. Fourth, learning resources. Learning resources used, namely thematic books are simplified by the GPK. Fifth, the medium used with customized material such as when material hours teachers brought homemade jam media and room 3D shapes material when the cube teachers bring the media 3D shapes space cube. Special media for the slow learner students also adapted material.

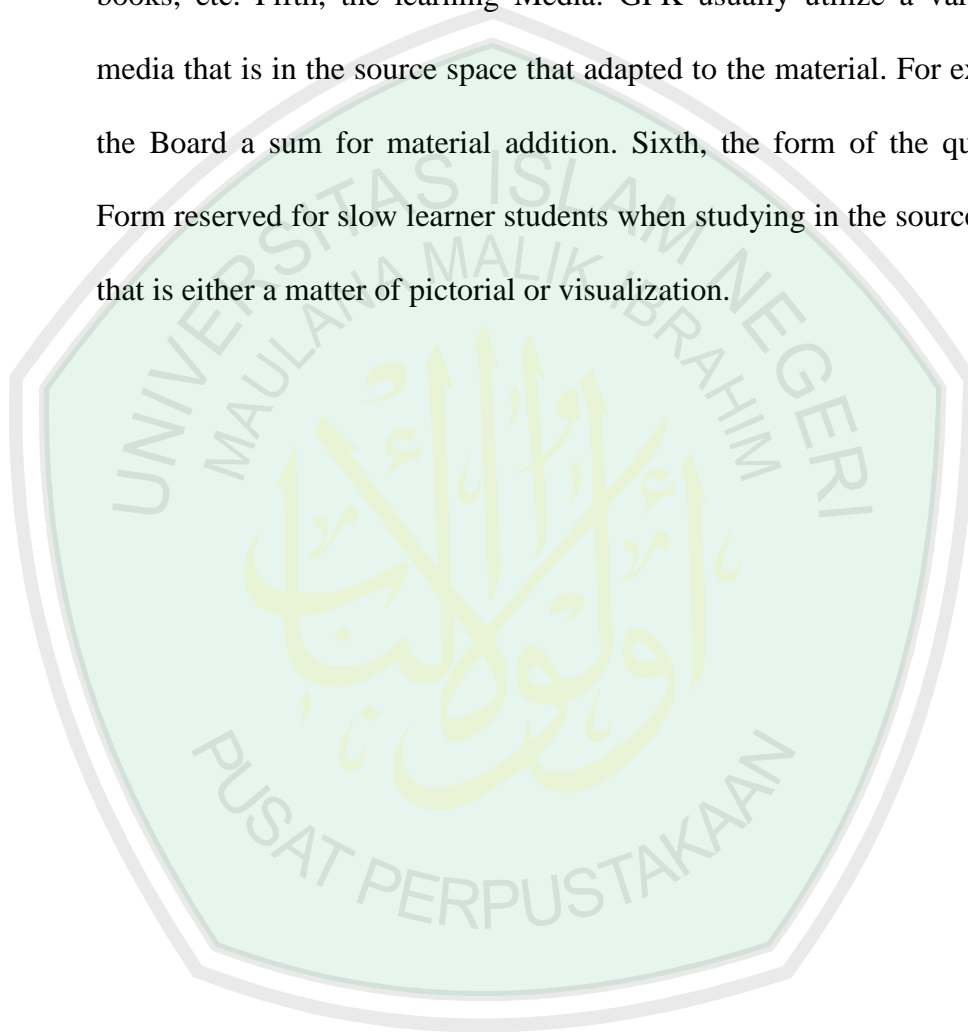
Next stage of activity closing consists of first, Invites students to make a summary or conclusion. Master class I-A rarely invites students to make

a summary or conclusion is the end of the lesson due to forget. While the master class V-B without asking students to make a summary, the students have created a summary of the end of the lesson. Sometimes the teacher of the class V-B reviewed with the test or the end of the lesson. Not for slow learner, slow learner students because the material is different from regular students.

Implementation of mathematics learning on slow learners in source room did by Teacher Special Assist. Starting with the first, prepare students psychologically and physically by referring students to play first, gymnastics, throw the ball, and others. Second, it raises the motivation by the way told me about motivation, give advice, the giving of reward, show videos, and others. Third, Deliver learning objectives. Fourth, give rise to confidence by putting trust in a slow learner students to tell a story, contend, organizing the space, and so on.

Core activities include first, the material. In the learning of mathematics in the source, the GPK always gives problem or exercise to be undertaken by students of a slow learner. The granting of a matter or practice is not only done once but over and over again with the guidance and without the guidance of GPK or shadow. Second, a Model of learning. The learning model used in the source space that is a model of individual learning. Third, the method of instruction. GPK tend to use methods of drill and practice and in teaching students the assignment of a slow learner. GPK mendrill slow learner students to tackle the problem, the

exercises. Fourth, learning resources. GPK are using learning resources in the form of a simplified thematic books or books that are in the source space that is book math remidi learning difficulties for children, picture books, etc. Fifth, the learning Media. GPK usually utilize a variety of media that is in the source space that adapted to the material. For example the Board a sum for material addition. Sixth, the form of the question. Form reserved for slow learner students when studying in the source space that is either a matter of pictorial or visualization.



Next closing done by Teacher Special Assist by reminding students to study with the parents at home and pray in my heart.

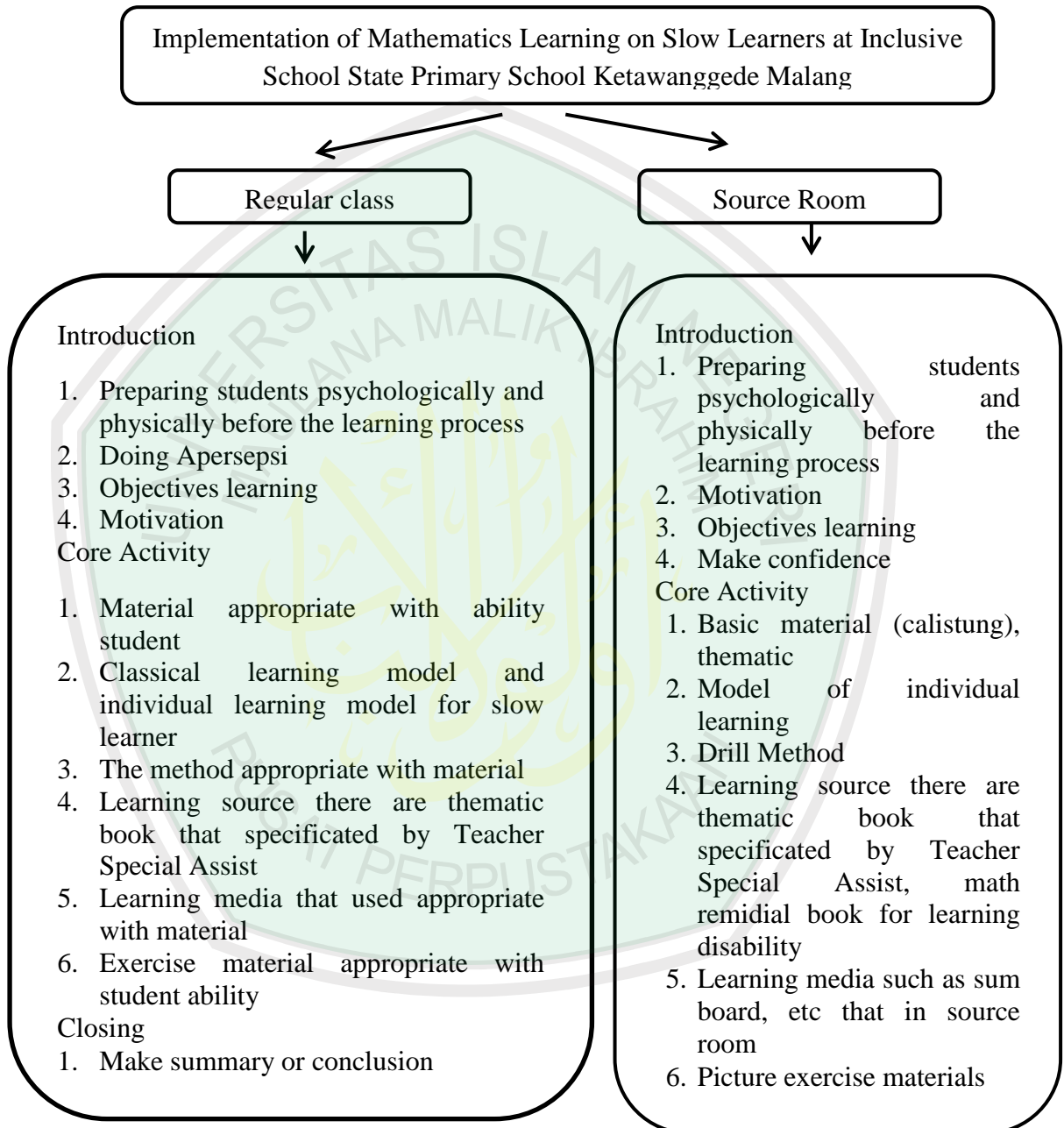


Figure 4.2 Implementation of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang

Tabel 4.2 Components of Mathematics Learning on Slow Learners at State Primary School Ketawanggede Malang

No	Components	Regular class		Source Room	
		Slow Learner 1 st -A grade	Slow Learner 5 th -B grade	Slow Learner 1 st -A grade	Slow Learner 5 th -B grade
1	Characteristics	<ul style="list-style-type: none"> a. Can still join learning in regular class but must helped by shadow b. Naughty with her friend c. Silent (Little speak) d. Be brave if asked by teacher to doing something e. Passive student f. Easy bored if doing something 	<ul style="list-style-type: none"> a. Can't join learning in regular class b. Little speak c. Shy d. Passive e. Easy bored if doing something but can't or difficult to doing something 	<ul style="list-style-type: none"> a. Can still join learning in regular class but must helped by shadow b. Naughty with her friend c. Silent (Little speak) d. Be brave if asked by teacher to doing something e. Passive student f. Easy bored if doing something 	<ul style="list-style-type: none"> a. Can't join learning in regular class b. Little speak c. Shy d. Passive e. Easy bored if doing something but can't or difficult to doing something
2	Material	Same with regular students	Individual (different with regular students)	Basic material	Basic material
3	Learning model	Classical and Individual	Classical and Individual	Individual	Individual
4	Method	Appropriate with material, sama with regular students (Expository, demonstrasi, assignment, question). There are special guidance	Appropriate with material, sama with regular students (Expository, demonstrasi, assignment, question). There are special guidance	Drill, Peer teaching or competition if more than one students in soruce room	Drill, Peer teaching or competition if more than one students in soruce room

		for slow learner	for slow learner		
5	Learning Source	Thematic book that simplified	Thematic book that simplified	Thematic book that simplified and math remedial book for student with disability learning	Thematic book that simplified and math remedial book for student with disability learning
6	Media	Appropriate with material	Appropriate with material	Media of summation board or finger hand to summation material	Media of finger hand to summation material
7	Exercise material	Same with regular students	Individual (different with regular students)	With picture	With picture

3. Evaluation of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang

a. Evaluation of Mathematics Learning on Slow Learners at Regular Class

In General, the activities that must be performed on the stage of the evaluation study consisted of:

- 1) Conducts an assessment of learning activities taking place during and after the learning activities are completed, whether oral, written, or by observation

Class I-A teacher doing an assessment of each meeting in the middle and at the end of the learning activity. The teacher asked the students to working reserved individually and performed tutoring individually when correcting students work. Slow learner students working on a problem with the guidance of shadow.

Teacher 1st-A grade said:

Ya jelas, ketika pembelajaran dan diakhir pembelajaran saya lakukan penilaian. Biasanya siswa saya minta ngerjakan tugas di buku atau kadang saya catat di papan tulis. Nanti kalau sudah selesai dia maju menyetorkan hasil pekerjaannya ke saya, nah dari situ saya ambil penilaian sambil membimbing siswa secara individual dengan mengoreksi pekerjaannya sendiri. Siswa slow learner saya samakan dengan yang regular karena Flora masih bisa mengikuti tapi harus dibimbing sama saya atau sama mamanya²¹³

The explanation above in accordance with the results of the observation when the learning activity on Tuesday, April 12, 2016

²¹³ Interview with Titi Setiani, GPK and teacher 1st-A grade State Primary School Ketawanggede Malang, on April 12, 2016.

at st-A grade. Teacher conducts the assessment in the middle and the end of learning. In the midst of learning, the teacher asked the students work on the task in the book students. At the end of the study, the teacher records the problem on the Board.²¹⁴

On Wednesday, April 27, 2016, the teacher is doing the assessment in the middle and the end of learning. In the middle of learning, teachers write down some of the problem on the Board about reduction and some students working on the problem on the Board but slow learner students did not enter advanced work on a matter on the Board because of its slow. End of learning, the teacher asked the students working on the matter written by teachers as well as students are slow to learn.²¹⁵

On Wednesday, may 4, 2016, the teacher is doing the assessment in the middle and the end of learning as well. In the midst of learning, teachers conduct the assessment by doing the questioning to students about reading, including slow learner. Then the teacher asked all students including students of slow learner to work on a problem that is on the books of the students. Next the teacher asked some students to tackle the problem on the Board about writing hours including slow learner students. The end of the lesson, the teacher wrote down some of the problem on the Board for notebooks were done in by all students including students of a

²¹⁴ Observation of learning evaluation on April 12, 2016 at 1st-A grade

²¹⁵ Observation of learning evaluation on April 27, 2016 at 1st-A grade

slow learner. All reserved equally between regular students with slow learning. But the sluggish child learned working on a problem with the guidance of shadow.²¹⁶

Thus, the teacher 1st-A grade is always doing assessments of learning for some students in the middle and the end of learning for all students. The question that is given to students in the same slow learner with regular students, but a slow learner students are working on the problem with the guidance of shadow.

A similar case also champion and master class V-B. He is also doing an assessment on an individual basis at the end of learning. But in the middle of learning, he is doing an assessment for students that are active only gets an additional value. She says “Iya pasti. Selesai pembelajaran anak-anak saya beri latihan. Kayak tadi setelah saya menyampaikan materi, saya buat soal. Penilaiannya ya sesuai kurikulum 2013. Kalau Caca ya soalnya berbeda ya, karena kemampuannya dibawah teman-temannya”

Description of teacher 5th-B grade proved with observations conducted researchers when learning activities on Friday, April 15, 2016 in 5th-B grade, teacher doing an assessment by providing some of the questions to be answered orally by students who can answer. End of learning, teachers write down some of the problem

²¹⁶ Observation of learning evaluation on May 4, 2016 at 1st-A grade

on the Board to do the students individually in the book assignment.²¹⁷

On Tuesday, April 26, 2016, the teachers conducting the assessment of learning activities with the gives 2 question and write in whiteboard to done students who want to come forward to work on and will get additional value from the teacher. In addition, teachers also gave lessons to end matter done individually.²¹⁸

On Tuesday, May 3, 2016, the teacher conducts the assessment by giving the guessing. The end of the lesson, the teacher wrote down the question on whiteboard write to done by the students individually. For slow learner students, teachers make their own appropriate ability to question him, slow learner Students not involved in the assessment of learning in the middle because its still under his friends.²¹⁹

Thus, the teacher of the class V-B doing the assessment in the middle and the end of learning for students of regular. As for the slow learner students, teachers only assess the learning end of course with different materials in accordance with their ability.

- 2) For learners who have the ability under the average, an assessment is carried out by comparing the accomplishments that have been achieved with previous achievements

²¹⁷ Observation of learning evaluation on April 15, 2016 at 5th-B grade

²¹⁸ Observation of learning evaluation on April 26, 2016 at 5th-B grade

²¹⁹ Observation of learning evaluation on May 3, 2016 at 5th-B grade

a. Spiritual Assessment

Spiritual assessment for slow learner did by teacher of class because she more knew about spiritual of slow learner. Spiritual assessment for slow learner made similar with regular students adapt to ability of each students.

Based on documentation of report, nothing difference between slow learner and regular students. The difference only on ability of each students.²²⁰

b. Behavior Assessment

Behaviour assessment for slow learner did by teacher of class because she more knew about behavior of slow learner. Behavior assessment for slow learner made similar with regular students adapt to ability of each students.

Based on documentation of report, nothing difference between slow learner and regular students. The difference only on ability of each students.²²¹

c. Cognitive Assessment

Cognitive assessment for slow learner did by Teacher Special Assist during learning at source room. After that, Teacher Special Assist hand over result assessment to teacher of class for recapitalized with assessment for teacher of class. Cognitive

²²⁰ Documentation of Report State Primary School Ketawanggede Malang

²²¹ Documentation of Report State Primary School Ketawanggede Malang

assessment for slow learner made difference with regular students because their ability is difference.

Based on documentation of report, KKM of slow learner adapt to their ability and difference with regular students.²²²

d. Psychomotor Assessment

Psychomotor assessment for slow learner did by teacher of class because she more knew about psychomotor of slow learner.

Based on interview result of Titi Setiani, SE, she said:

Kalau ABK yang menilai sikapnya ya guru kelas soalnya kan guru kelas yang lebih mengetahui, ketemunya seminggu penuh. Sedangkan GPK kan cuma seminggu dua kali. Kalau kemampuan kognitifnya baru GPK yang lebih tau, tapi guru kelas yang merekap. Kita pedoman penilaiannya pakai di buku guru kurikulum 2013. Jadi sama saja, cuma untuk ABK KKM-nya sendiri sesuai kemampuan dia.²²³

In accordance with teacher book, assessment for students in 2013 curriculum there are spiritual, behavior, cognitive, and psychomotor.²²⁴

In inclusive education, assessment for children in need of special tailored to its own merits, is there an increase or not. So are his individual match his son's abilities, not compared to the other students. Appropriate explanation of teacher 1st-A grade, she said “Kalau selama ini bergabung sama yang kelas regular tapi ada

²²² Documentation of Report State Primary School Ketawanggede Malang

²²³ Interview with Titi Setiani, GPK and teacher 1st-A grade State Primary School Ketawanggede Malang, on July 2, 2016.

²²⁴ Documentation of teacher book on 203 curriculum

keterangan inklusi. Itu saja. Selama ini KKM nya juga ditentukan sendiri berdasarkan kemampuan anaknya”²²⁵

It is also revealed by the master class V-B, he said “Penilaiannya ya disesuaikan dengan kemampuan anaknya, tidak dibandingkan dengan anak yang lain”

Headmaster of State Primary School Ketawanggede Malang added:

KKMnya untuk ABK ya tidak kita bandingkan dengan kelas, artinya dia dibandingkan dengan dirinya sendiri otomatis KKMnya tidak mengikuti kelas tetapi kita tentukan kkm itu sesuai dengan KKM dia. Kemudian pola penilaian kan juga beda ya, beda dengan anak-anak yang memang bisa kita berikan ke segala ranah. Yang kurikulum 2013 itu kan semua ya, sikap, kognitif, keterampilan. Kalau ABK kan ada batasan-batasan tertentu, tidak sama tapi kita upayakan anak ABK ini nantinya berkembang terus kemudian di kelas VI kalau bisa sembuh dari ABK dalam artian bisa kita masukkan reguler²²⁶

From some of the above explanation can we know that the assessment for its own merits compared to children in special need earlier. So her before will be compared to her now so that it can be known to the developments.

3) Hold a follow-up in the form of remidi or enrichment

In a follow-up in the form of remidi procurement and enrichment, master class I-A and V-B already hold such activities. It's just a different way. Master class I-A do any enrichment and remidi finished Deuteronomy or exams. For the children in need

²²⁵ Interview with Titi Setiani, GPK and teacher 1st-A grade State Primary School Ketawanggede Malang, on April 12, 2016.

²²⁶ Interview with Bambang Suryadi, Headmaster of State Primary School Ketawanggede Malang, on April 16, 2016.

special remidinya conducted in the source with the guidance of Teacher Special Assist. Master class I-A shed some light:

Kalau pengayaan sama remidi sejauh ini ya dilakukan. Ya memang kita perlu lakukan karena memang belum tentu juga anak-anak itu nilainya sesuai dengan KKM. KKM yang ditentukan itu anak-anak masih banyak yang belum mencapai itu ya kita remidi. Remidi ada yang saya lakukan pada saat pembelajaran, ada juga sesudah ujian. Kebanyakan satu materi kan satu pembelajaran, ya itu kadang-kadang sesudah ujian atau ulangan itu saya ambil seminggu. Ya sesudah seminggu itu saya lakukan remidi dan pengayaan. Kalau Flora remidinya di ruang sumber bersama GPK²²⁷

While the master class V-B hold remidi but not implemented in schools. Remidi exercised at home with the guidance of parents, unless a remidinya slow learner students performed at the source with the GPK. In accordance with the statement of the master class V-B, he said:

Iya jadi setelah anak mengerjakan soal terus saya nilai anak yang kurang dari KKM saya beri soal untuk dikerjakan di rumah. Terus kalau besok masih belum bisa, saya beri soal lagi sampai bisa baru kalau kira-kira 75% anak-anak bisa yang nggak bisa saya suruh belajar lagi, itu sudah tanggung jawab orang tua. 21 dari 27 siswa. Jadi remidinya dikerjakan di rumah. Kalau Caca berbeda ya dia remidinya sama GPK di ruang sumber²²⁸

Thus, the teacher of class I-A hold remidi each Deuteronomy or exams, and a slow learner students to remidi is done at the source along with GPK. While the master class V-B hold remidi at home. So the students will be given the additional task of remidi to do at

²²⁷ Interview with Titi Setiani, GPK dan Guru Kelas 1-A State Primary School Ketawanggede Malang, on April 12, 2016.

²²⁸ Interview with Sumiani, Teacher 5th-B Grade State Primary School Ketawanggede Malang, on April 15 2016.

home, unless a slow learner student remedial shared Teacher Special Assist in source room.

b. Evaluation of Mathematics Learning on Slow Learners at Source Room

The assessment is done in planned source space when learning activities daily, Deuteronomy, Midterm (UTS), and the Semester final exam (UAS). There are also follow-up activities when students slow learner is not able to achieve the KKM in class, then the activity will be performed in the source room remidi. As stated by the Dewi Martia Ningsih, S.Psi as Teacher Special Assist says:

Penilaian di ruang sumber ya waktu UTS sama UAS itu selalu di ruang sumber, ulangan harian juga di ruang sumber, terus kalau waktu kegiatan pembelajaran itu kadang diambil penilaian kadang juga tidak. Terus kalau siswa ABK remidi ketika di kelas maka remidinya di ruang sumber sini²²⁹

Elementary school students have low concentration, let alone students in need. In individual learning, sometimes students also felt tired and unwilling to learn. When students look tired and do not want to learn, the teacher invites students to play in advance or take advantage of existing toys in space. Shortly afterwards, the teacher invites students to learn more. In accordance with the revelatory Anisa as Teacher Special Assist, she says, “Ya saya ajak bermain dulu. Wajar anak kadang merasa bosan, tapi ya ngga saya paksa. Tapi saya ajak bermain dulu menggunakan permainan yang ada di ruang sumber.

²²⁹ *Ibid*

Kalau sudah agak lama bermain, saya masukkan ke dalam pembelajaran”²³⁰

That explanation fits with the observations of the researchers do when learning activities students slow learner class I-A resource room on Thursday, April 14, 2016. Students look tired in the middle of learning math, then the teacher took the game uninstal install to play students. Then, the teacher invites students to learn again and students follow the commands of teachers.

The evaluation conducted in the source room done by Teacher Special Assist. So the daily values, Deuteronomy, and the exam taken when in the source will be deposited to the classroom teacher for direkap with a value in the regular class. But there are times when only daily value be used as a handle for the teacher to know the capacity of students. For the assessment of attitude, not done by the Teacher Special Assist, but by a master class each class because the teacher is more often together with students and find out the attitude of the students. Titi Setiani, SE as Teacher Special Assist explained:

Kalau di ruang sumber kan biasanya banyak latihannya, jadi ngga semuanya saya masukkan ke penilaian. Ada yang saya jadikan pegangan saya sendiri. Tapi kalau sudah yang benar-benar dia ulangan atau ujian baru saya nilai. Dan untuk penilaian sikapnya saya serahkan ke guru kelas karena ABK kan cuma 2 kali 1 minggu di ruang sumber sehingga guru kelas yang lebih mengetahui sikap anaknya²³¹

²³⁰ *Ibid*

²³¹ Interview wit Titi Setiani, GPK and Teacher 1st-A Grdae State Primary School Ketawanggede Malang, on April 12, 2016.

When the children in need special value under the criteria minimum target when learning in class, he did remidi in sources. Students in need of special class got to ride however, so that minimum criteria tsrget is adapted to its own merits and always be guided so that it could reach thecriteria minimum target. As said by Dewi as Teacher Special Assist “Mau nggak mau anak kayak gitu harus naik kelas tiap tahun jadi nggak ada istilahnya anak kayak gitu nggak naik kelas. Pasti naik kelas”²³²

The shape of the Midterm exam (UTS) and the Semester final exam (UAS) created by a team of creation of Reserved for children in special need all Sub. Teacher Special Assist from state primary school Ketawanggede is also included in the team making the question. The form of the question of each type children in special need differentiated in accordance with the capacities and needs of the child. In accordance with the explanation of the Dewi Martia Ningsih, S.Psi as teacher special need state primary school Ketawanggede Malang, she says:

Soalnya jelas beda mbak, tergantung kebutuhan anaknya. Walaupun dia kelas V kalau kemampuan setara kelas I, maka kami buatkan setara kelas I. Slow learner juga gitu soalnya kami sederhanakan. Untuk pembuatannya dibagi sekecamatan itu. Termasuk saya juga dapat bagian karena kami masuk dalam tim pembuatan soal²³³

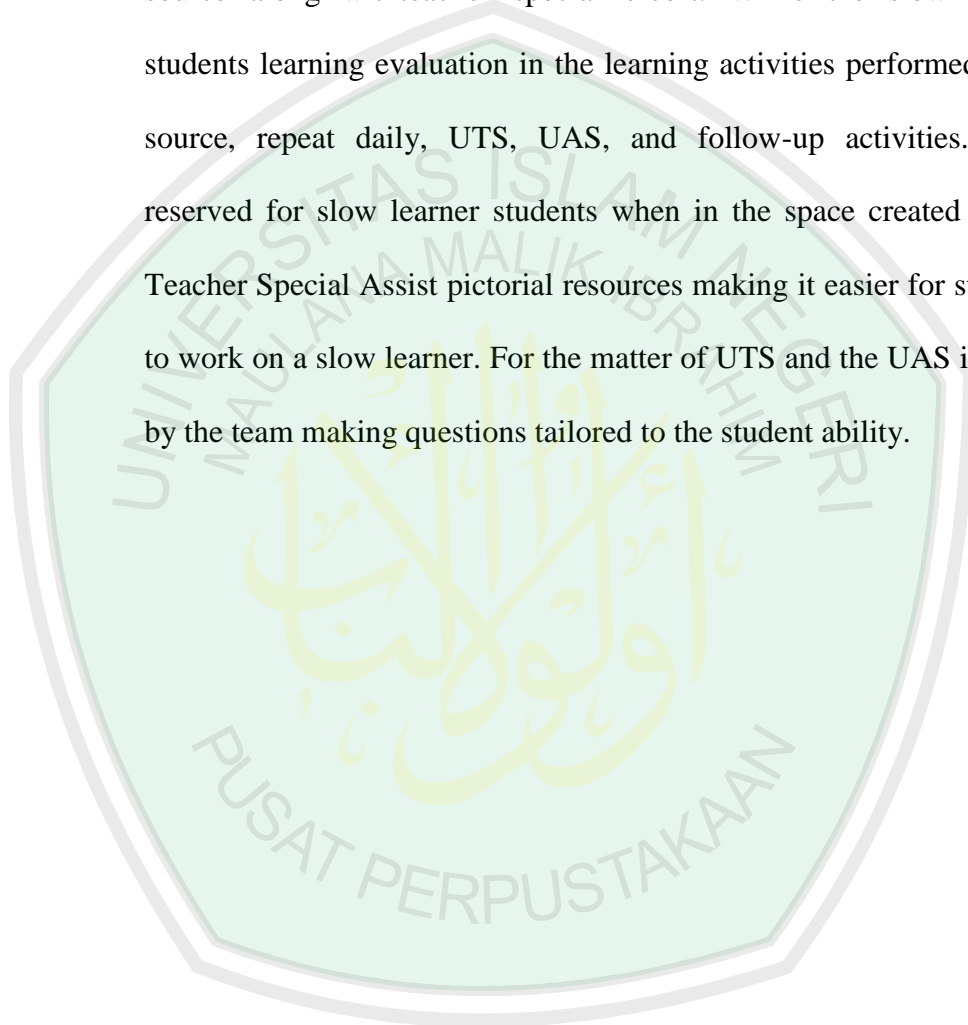
²³² Interview with Dewi Martia Ningsih, Teacher Special Assist of State Primary School Ketawanggede Malang, on April 15, 2016.

²³³ *Ibid*

Thus, the evaluation of the learning resource room done by the Teacher Special Assist when learning slow learner students in the sources, repeats daily, UTS, UAS, and follow-up activities (remidi). A form of matter that is provided for the students slow learner when scoring at the source by providing reserved pictorial so slow learner students easier to answer the question. Assessment on resource room only cognitive assessment or shaped his course due to attitudes conducted by the classroom teacher. In his State of the slow learner, students must still ride the class so the minimum criteria target slow learner for students tailored to its ability different from regular students criteria minimum target. The shape of the Midterm exam (UTS) and the Semester final exam (UAS) created by a team of creation of Reserved for children in special need all sub. Teacher Special Assist from State Primary School Ketawanggede is also included in the team making the question. The form of the question of each type children in special need differentiated in accordance with the capacities and needs of the child.

So the learning evaluation for any slow learner students consists of the evaluation of learning in regular class and in the source. Slow learner students learning evaluation in the regular classroom learning activities performed when either the middle or the end of learning. The form of assessment adapted to the students ability of slow learner because it will be compared with itself nor by other students so that his

minimum criteria target adapted to his ability. As for the activities of the follow-up when students slow learner did not complete in the activity evaluation in the regular class, it will be held in room remedial source along with teacher special effort. While the slow learner students learning evaluation in the learning activities performed when source, repeat daily, UTS, UAS, and follow-up activities. Form reserved for slow learner students when in the space created by the Teacher Special Assist pictorial resources making it easier for students to work on a slow learner. For the matter of UTS and the UAS is made by the team making questions tailored to the student ability.



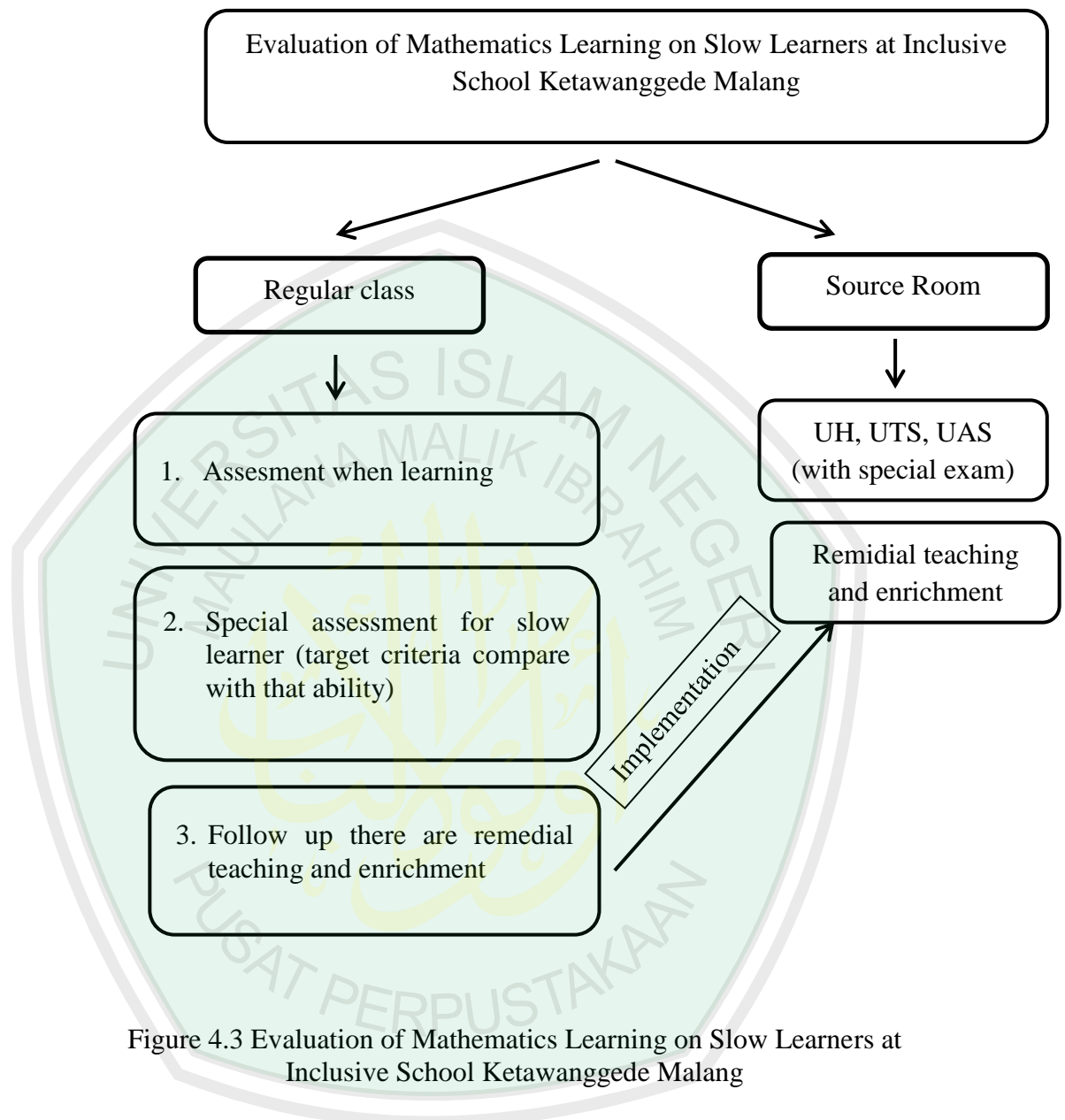


Figure 4.3 Evaluation of Mathematics Learning on Slow Learners at Inclusive School Ketawanggede Malang

CHAPTER V

DISCUSSION

A. Planning of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang

The curriculum used at State Primary School Ketawanggede Malang is curriculum 2013. For children in special need, there are curriculum modifications made by Teacher special assist. The teacher prepared the annual program, semester program, the syllabus and the lesson plan generally as in regular schools. Only his modified lesson plan or individual by the Teacher special assist appropriate capabilities and needs children in special need.

According to Dadang Garnida, generally schools inclusion using the same curriculum with regular schools. What is meant by the use of the curriculum here is the use of standard contents (SI) standard and competence of graduates (SKL) similar to public schools published by BSNP. The syllabus and lesson plan (RPP) used in school inclusion are generally the same. This means that most of the teachers in the school's inclusion hardly distinguish lesson plan for public and students for children in special need. Although his same lesson plan, however in practice, for the children in need special applying standards that are lower than with a standard given to other learners. However, due to the different characteristics of the participant his protege, some lesson program plan prepared. Moreover, the characteristics of each learners in need

very specific and special individual, therefore should the lesson program is structured based on the individual needs of learners concerned.²³⁴

Learning activities should be designed according to the needs of learners, ability and characteristics of learners, as well as refer to the curriculum that was developed.²³⁵ According to Philip Commbbs, planning teaching is a rational application of the systematic analysis of the developmental process of education with the goal of keeping education it more effectively and efficiently in accordance with the needs and goals of its students and its community.

According to Dadang Garnida, planning of learning tailored to the needs of learners and refers to the applicable curricula and learning guidelines for children in special need. The planning process includes activities analyzing the standard of competence of graduates (SKL) and basic competence (KD). Furthermore, lesson plan (RPP) or an individual learning program (PPI), as well as the preparation of a tool or instrument his.²³⁶

Planning the learning of mathematics in students learning slowly (slow learner) in school inclusion i.e. prepare a learning device in the form of lesson plan by the classroom teacher for regular classes and individual lesson plan by Teacher special assist and the classroom teacher for classroom resources. The draft study on school inclusion include first, set a goal that is in accordance

²³⁴ *Ibid*, page. 106-107

²³⁵ Dadang Garnida, *Pengantar Pendidikan Inklusif*, (Bandung: PT Refika Aditama, 2015), page. 113

²³⁶ *Ibid*, page. 85

with the students ability of regular and special purpose to suit students ability of a slow learner.

The aim will be individually slow learner students are not able to follow the learning in regular class, but in a slow learner students are capable of learning to follow the regular class objectives then dik will be the same as the regular student or modified. Second, the planned management of the class when the slow learner was accompanied by a shadow, then a slow learner placed back position so that the shadow doesn't bother other students. But when the slow learner without shadow, then a slow learner follow a system as applied to the regular students.

Third, establishing and organizing materials or materials. The material taught in regular classes tailored to the capabilities of the students. Slow learner students are capable of learning in regular class follow then the material is identified. But when the students slow learner ability far below regular students, then the material should be simplified in accordance with the capabilities of the students. Fourth, plan strategies or methods of learning. In the regular classroom learning methods adapted to the material and the condition of the students, could also develop methods of teaching. Fifth, determine the procedure of learning activities. The procedure consists of learning activities activity introduction, core, and a cover. Sixth, determine the source and learning media. Learning resources follow the curriculum used and media lesson material and adapted to the conditions of the students.

The Seventh Plan assessment. Assessment in accordance with the curriculum of the regular students as well as the 2013 either slow learner students, it's just a slow learner students learning competence under regular students. As for the follow-up activities there is a difference between regular students with slow learner students.

It is reinforced by Dadang Garnida as saying that things that should be noticed in design of learning activities in school inclusive education providers, among others, in the preparation of learning plans, learning activities, implementation and execution of his. Preparation of learning plans include:

1. Goal setting
2. Classroom Management; includes a set of physical and social environments
3. Organizing materials/material, the topic what is taught to learners
4. The strategy and approach to learning activities
5. Groove or learning activity scenario
6. The use of resources and learning media
7. The determination of the assessment plan as well as the form of follow-up should be done

Therefore, some planning learning expressed by Dadang Garnida already performed or exercised by the classroom teacher in inclusive school State Primary School Ketawanggede. Some planning is also done in the regular school, but the inclusive school has the challenge of designing learning so that planning can be carried out in accordance with the conditions of the slow learner.

B. Implementation of Mathematics Learning on Slow Learners at Inclusive School Ketawanggede Malang

In inclusive school State Primary School Ketawanggede using placement model regular class with pull out, then the students of children in special need including slow learner join learning in regular class during 6 days, however at any time be withdrawn to learn individually in special room called source room for 2 days at certain hours in the schedule of each student.

In General, the placement of children in need of special in-school inclusive can be done with a few models, namely:

1. Regular Class

On this model, children in special need study with regular children every day in a regular class by using the same curriculum

2. Regular Class with cluster

With this model, children with special need study with regular children in regular class in the special group

3. Regular class with pull out

Children with special need study with regular children in the regular classroom, but in certain times learning in source room with teacher special assist

4. Regular Class with cluster and pull out

In this model, children in special need study with regular children in regular classes in the special group. In certain times, they pulled from the regular class to source room to learn with teacher special escort

5. Special class with different integration

Children in special need study at special class in regular schools, but in certain areas can learn together with regular children in regular classroom

6. Special class full

In this model, children in special need learning at special class in regular schools.²³⁷

Following the implementation of mathematics learning in inclusive school State Primary School Ketawanggede Malang:

1. Implementation of Mathematics Learning on Slow Learners at Regular Class

Implementation of the learning activities include three principal activities, namely preliminary activities or apersepsi, core activities, and closing activities. On apersepsi activities, teachers are required to uplifting and inspiring to students. On core activity, the teacher presents the material/learning materials, implements or media sources, methods of study, and exercise that suits your abilities and characteristics of students, as well as in accordance with specified competencies, encourage students to engage actively, demonstrating mastery of the subject matter and relevance in life, learning to manage a group of cooperative and collaborative, and nurture interpersonal relationships, be open, tolerant,

²³⁷ Geniofam, *Mengasuh dan Mensukseskan Anak Berkebutuhan Khusus* (Yogyakarta: Garailmu, 2010), page. 61-65

and sympathy towards students, showing excitement and diligent, and manage interpersonal interaction.²³⁸

Study at State Primary School Ketawanggede Malang in regular class is implemented with teacher and the source room with teacher special assist. Implementation of learning in regular class and in source room consists of the introduction, core, and closing. The first stage consists of an introduction, prepare psychologically and physically of students by referring students to sing, stand up, move around, tell stories. Second, doing apersepsi with a repeat of previous learning.

Third, explain the purpose. Fourth, raises motivation with singing, storytelling, giving advice, and the granting of a slow learner students motivation to do personal after-hours lessons with speech advice. The next stage of core activity consists of first, the material. The ability of the slow learner 1st-A grade with 5th-B grade is different. Slow learner 1st-A grade was still able to join learning in regular class as his friends while the slow learner 5th-B grade have ability that same with students 1st grade so not able to join learning in regular class as his friends. It can occur due to treatment or routine guidance will bring a good progression, so otherwise. So the material for slow learner 1st-A grade in regular class that same with his friends during she can still be followed, if indeed he cannot follow then the material will simplified. Teacher 1st-A grade repeating material until make students understand while the slow learner always guided

²³⁸ Dadang Garnida, *Pengantar Pendidikan Inklusif*, (Bandung: PT Refika Aditama, 2015), page. 113

individually until she can answer. For slow learner 5th-B grade because she could not follow the material on regular class so that the teacher has always approached and explained individually when learning the material in accordance with the students ability of slow learner.

Second, learning model. The learning model used teacher 1st-A and 5th-B grade in the regular class is classical and individual learning model. Sometimes teacher 1st-A grade also use models of individual learning to all students especially slow learner. Teacher 5th-B grade also use individual learning model but specifically for slow learner by rendering the question of its own accord the ability of slow learner.

Third, the learning method. Learning methods used teacher 1st-A grade and 5th-B grade is adapted to the conditions of the students. Sometimes use the expository, demonstration, assignment, question and other method. The method that used for slow learner students also are the same but the teacher using the method of assignment with the guidance of the teacher for slow learner who is not able to join the learning processed. Teachers provide guidance to individual slow learner when answering of question and worked on the problem in both the book and the Board.

Fourth, learning source. Learning sources that used, namely thematic books are simplified by teacher special assist. Fifth, the learning media that used adapt to material. When learning about “hours” material, teachers brought funny clock that made by teacher and when teaching 3-D shape material, teachers bring the 3-D shape media. Special media for the

slow learner also adapted with material. Next stage is closing activity consists of first, invites students to make a summary or conclusion. Teacher 1st-A grade rarely invites students to make a summary or conclusion is the end of the lesson due to forget. While the teacher 5th-B grade without asking students to make a summary, the students have created a summary of the end of the lesson. Sometimes the teacher 5th-B grade reviewed with the test on the end of lesson but not for slow learner, because the material for slow learner is different from regular students.

Implementation of the learning activities in inclusive school settings is generally the same as the implementation of the activities of learning in the classroom. However, as in the setting of inclusive there are students who are very heterogeneous, then in the activities of the lesson that in addition to applying the General principles should also implement specific principles in accordance with the abnormalities of learners.

Learning activities in inclusive settings will be different both in strategy, media, events, and methods. In inclusive settings, the teacher should be able to accommodate all the needs of the students in the class in question including helping them gain an understanding of their learning style to suit each.

Implementation of the learning activities on certain classes of models may vary by implementation of learning activities on the model class. On the model of regular classes, learning materials among children with special need with regular children may not differ significantly; but in a

regular class with cluster models, learning materials between outstanding students with regular students usually are not the same, even among fellow students may be different outstanding.²³⁹

In detail, the next thing to do in the implementation of the inclusive classroom learning activities among others:

7) Communication with Students

- g) Doing apersepsi
- h) Explaining learning objectives
- i) Explaining the material
- j) Clarificating of explanation if students fals understanding
- k) Responding to the student's question
- l) Closing (example make resume, conclusion, etc)

8) Implementation of method, learning source, and exam material that agree with learning objectives

- e) Using variety learning methodh (example lecture, ask, discussion, task, etc)
- f) Using some learning source (example globe, photo, something that concrete, imitation, environment, etc)
- g) Giving task or examinantion with seeing different of individu
- h) Using tongue expression and write explanation that can easily students to understanding that matter

9) Encourages students to get involved actively

²³⁹ *Pedoman Khusus Penyelenggaraan Pendidikan Inklusif Kegiatan Pembelajaran* (Jakarta: Tidak Ada Penerbit, 2007), page22-23

- e) Gives the opportunity to students to engage actively (for example, by asking a question, give a specific task, performing experiments, discuss in pairs or in small groups, study berkooperatif)
 - f) Gives reinforcement to students to continue to engage actively
 - g) Provide enrichment (additional tasks) to students who are clever
 - h) Provide specific exercises (remidi) for students who are deemed to need
- 10) Demonstrates a mastery of the material and its relevance in the life
- c) Demonstrating mastery of the subject matter (no doubt); by using the appropriate media
 - d) Explains its relevance the subject matter being studied with everyday life
- 11) Manage time, study room, and teaching supplies
- e) Uses time effectively teaching in accordance with the planned
 - f) Manage the classroom according to the characteristics of students and learning objectives
 - g) Using teaching materials (e.g. teaching material) for efficient
 - h) Using equipment teaching (for example equipment experiment) effectively and efficiently
- 12) Manage learning groups and cooperative

Effective learning means combines various approaches in learning tailored to the needs of learners. Learning like this wishe can make the class more vibrant, challenging and fun.

Thus, the State Primary School Ketawanggede Malang done the steps of implementing the learning in inclusive school but there's also that haven't done that is carrying out the cooperative learning. Even teachers use competition in learning in regular class resulting in a slow learner cry because it feels are not capable of competing with other students in. This was confirmed by Fitrika, do not force the child to keep up with kids with higher capabilities. Put a little competition in the academic program that will not cause a negative attitude and rebellion against the learning process. Learning by cooperation can optimize learning, both for young achievers or not, while the pemebelajaran supports the proper social interactions in a group of heterogeneous.²⁴⁰

2. Implementation of Mathematics Learning on Slow Learners at Source Room

The model of learning at source room in inclusive school State Primary School Ketawanggede Malang use individual learning model. So children in special need will be served individually by teacher special assist. Study at source room for each of children in special need i.e. 1 week 2 times, but if at any time could not conditioned in class then it will be instantly drawn to the source room. Learning in the source itself flexible in accordance with the wishes of the child.

²⁴⁰ <http://fitrika1127.blogspot.co.id/2012/05/slow-learner.html>

Teachers are already planning material and so forth but for its implementation, the teacher adapts the wishes of students.

In accordance with the explanation of Dadang Garnida, the learning process in inclusive school, in addition to children with special need is classical learning was also studied on an individual basis, called One to One Teaching. One to one learning sessions are conducted in special room study individually at the time of a child with special need. When the children with special need starting to get acclimated, she returned again to the general class. Room that used to study individually referred to a special room. If indoors has a variety of equipment or media for learning learning children in need special space could be said to be the source of the space or spaces of LSD or Learning Support Development. One student will learn with a teacher (which supervise the students concerned are fashioned in a specified period of time).²⁴¹

Implementation of mathematics learning on slow learners at source room done by teacher special assist. Starting with the first, prepare psychologically and physically of students by referring students to play first, gymnastics, throw the ball, and others. Second, it raises the motivation by the way told me about motivation, give advice, the giving of reward, show videos, and others. Third, Deliver learning objectives. Fourth, give rise to confidence by putting trust in a slow

²⁴¹ Dadang Garnida, *Pengantar Pendidikan Inklusif*, (Bandung: PT Refika Aditama, 2015), page. 113-114

learner students to tell a story, contend, organizing the space, and so on.

Core activities include first, the material. In the learning of mathematics in the source room, the teacher special assist always gives problem or exercise to be undertaken by slow learner. The granting of a matter or practice is not only done once but over and over again with the guidance and without the guidance of teacher special assist or shadow. Second, learning model. The learning model used in the source room that is model of individual learning.

In accordance with the explanation of Dadang Garnida, the learning process in inclusive school, in addition for children with special need of classical learning was also studied on an individual basis, called One to One Teaching.²⁴² *Third*, the learning method. Teacher special assist tend to use the drill method in teaching slow learner. Teacher special assist drilling slow learner to tackle the problem, the exercises. It is reinforced by Dadang Garnida stating that learning exclusively for children with learning slow multiply exercise of on memorizing. In accordance also with the research by Shinta Dwi Cahyaning Ati with the title “Penerapan metode drill untuk meningkatkan prestasi belajar matematika siswa kelas IV SDN Jantiganggong 1 Perak Jombang” It is evident that the methods of drill

²⁴² *Ibid*

can improve the learning achievements of students.²⁴³ *Fourth*, learning sources. Teacher special assist are using learning source in the form of a simplified thematic books or books that are in the source room that is math remedial book for learning disabilities, picture books, etc. *Fifth*, the learning Media. Teacher special assist usually utilize a variety of media that is in the source room that adapted to the material. For example the summation board for “summation” material. *Sixth*, the form of the question. Form reserved for slow learner students when studying in the source room that is either a matter of picture. Next closing done by teacher special assist by reminding students to study with the parents at home and pray in heart.

According to Dadang Garnida, children learning requires special learning slowly, among others:

- a. The time is longer than time needed children in general,
- b. The patience of teacher to not so fast on give explanation,
- c. More examination than memorizing and understanding,
- d. Using a variatif media,
- e. Need remedial teaching

Therefore, teacher special assist in inclusive school State Primary School Ketawanggede Malang already apply a special learning for slow learner when studying at the source room. State Primary School Ketawanggede Malang provides additional time for the slow learner

²⁴³ Shinta Dwi Cahyaning Ati, “Penerapan Metode Drill untuk Meningkatkan Prestasi Belajar Matematika Siswa Kelas IV SDN Jantiganggong 1 Perak Jombang”, *Skripsi*, Fakultas Tarbiyah UIN Malang, 2015.

students with learning in the source room, the teacher special assist painstaking and patient in providing material on slow learner marked with when teacher special assist explaining the material, slow learner feel bored and teacher special assist invites slow learner play past and when slow learner have yet to understand, teacher special assist reproduce exercise than memorizing the using method of drill. Teacher special assist is also holding a remedial learning implemented in the source room.

C. Evaluation of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang

Evaluation/assessment is a systematic process of information gathering, analyzing, and interpreting that information, to make decisions, either in the form of numbers (the test results) and/or narrative description (the result of observation).²⁴⁴

Evaluation of learning for slow learner consists of learning evaluation in the regular class and in the source room. Learning evaluation for slow learner in the regular class did when learning activities when either the middle or the end of learning. The form of assessment adapted to the students ability of slow learner because it will be compared with itself nor by other students so that his learning competence adapted to his ability. As for the activities of the follow-up when slow learner did not complete in the activity evaluation in the regular class, it will be held remedial teaching

²⁴⁴ Harjanto, *Perencanaan Pengajaran*, (Jakarta: PT Rineka Cipta, 2000), page. 277

in source room with teacher special assist. While learning evaluation for slow learner in source room when repeat daily, middle test, final test, and follow-up activities. For the matter of middle test and final test is made by the team making adapt to students ability.

According to Dadang Garnida, evaluation of learning at the inclusive school includes:

1. Conduct an assessment for learning activities taking place and after the learning activities are completed, whether oral, written, or by observation

Based on permendikbud No. 104 by 2014 about assessment of the results of learning by educators at the primary and secondary education, assessment of the results of learning by educators is a process of collection of information/evidence of close to learning the learners in a spiritual attitude and attitude competencies, social competencies, knowledge, skills and competence which is done in a planned and systematic way, during, and after the learning process. Assessment in inclusive educational settings refer to the curriculum development model used.

2. For learners who have the ability under the average, an assessment is carried out by comparing the accomplishments that have been achieved with previous achievements
3. Hold a follow-up in the form of remidi or enrichment

Enrichment program provided to learners (ABK) which has the ability to achieve mastery of competence sooner than other learners. While remedial conducted by teachers of subjects, classroom teacher, teacher special assist, or other teachers who have the ability Guide and find out the shortage of learners. Remedial done to learners who have not reached the learning competence learn on specific indicator.

Therefore, the State Primary School Ketawanggede do some evaluation of learning for slow learner, among others:

1. Conduct an assessment for learning activities taking place and after the learning activities are completed, whether oral, written, or by observation
2. For learners who have the ability under the average, an assessment is carried out by comparing the accomplishments that have been achieved with previous achievements
3. Hold a follow-up in the form of remidi or enrichment

CHAPTER VI

CLOSING

A. Conclusions

Based on the results of the study, researchers can infer the associated model of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang, that includes:

1. Planning of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang i.e. teacher prepare prota, promissory note, syllabus, lesson plan were modified adapt to abilities of students, and the individual lesson plan for slow learner who cannot join learning at the regular class, or learning in a special room that called source room. Individual lesson plan created by teacher special assist with discussion to the classroom teacher.
2. Implementation of mathematics learning on slow learners at inclusive school State Primary School Ketawanggede Malang at regular class with teacher and at source room with teacher special assist.
 - a. Implementation of learning at regular class consist of the preliminary phase, the core, and a cover. Preliminary phase consists of preparing students psychologically and physically, do apersepsi, explaining the objectives, and raises the motivation. The next stage of core activity consists of first, the material adapted to the student ability. Second, the Learning Model used, namely the model of classical learning and individually. Third, learning methods are used according to the

material, teachers guide slow learner to answering the questions and working on the problem. For slow learner who cannot join learning in regular class, then the teacher using the method of assignment with the guidance of a teacher. Fourth, learning sources in the form of thematic book 1st grade that simplified by teacher special assist. Fifth, the learning media that used adapt to material, special media for the slow learner also adapted to material. Sixth Form student problem slow learner who can still follow the regular study then equated with regular students, but when could not follow the regular study then form because individual match students ability.

- b. Implementation of mathematics learning on slow learners at source room done by teacher special assist. Starting with the first preliminary Activities, prepare students psychologically and physically. Second, it raises the motivation. Fourth, give rise to confidence. Core activities include first, the material. In the learning of mathematics in the source material, i.e. material which is taught basic (counting, addition, subtraction) next new thematic. Second, a Model of learning. The learning model used in the source space that is a model of individual learning. Third, the learning methods used namely drill method, peer teaching or competition (if there are 2 students in the basement of children in special need sources). Fourth, a learning resource that is used in the form of thematic book 1st grade simplified and remedial math to children dissabilities. Fifth, the learning Media. Teacher

special assist usually utilize a variety of media that is in the source room that adapted to the material. For example the summation board for summation material. Sixth, the form of the question. Form reserved for slow learner students when studying in the source space that is either a matter of pictorial. Next cover done by teacher special assist by reminding students to study with the parents at home and pray in heart.

3. Evaluation of Mathematics Learning on Slow Learner at Inclusive School State Primary School Ketawanggede Malang
 - a. Evaluation of mathematics learning on slow learners at regular class performed when learning activities either the middle or the end of learning. The form of assessment adapted to the students ability of slow learner because it will be compared with itself nor by other students so that his learning competence adapted to his ability. As for the activities of the follow-up when slow learner did not complete in the activity evaluation in the regular class, it will be held in room remedial source along with teacher special assist.
 - b. Evaluation of mathematics learning on slow learners in the learning activities at source room, are repeat daily, middle test, final test, and follow-up activities. For the matter of middle test and final test is made by the team making questions tailored to the student ability.

B. Suggestions

Based on the research findings and the results of exposure to conclusions on this study, the researchers wanted to give advice to the parties concerned, namely to:

1. Teacher Special Assist

Specialized expected to Assist teachers often attend training related learning in school inclusion or handling of children special need especially slow learner students in order to expand the knowledge of the learning that's right for children special need and can be practiced on learning in school inclusion. Teacher special assist should also communicate frequently with parents of students associated student development and application to guide students slow learner when at home.

2. Teacher

Teacher should expand insight into learning in class inclusion in order to know how to treat children special need and the students are in class when the regular inclusion. Classroom teacher also should often discuss and share knowledge with teacher special assist so that can add insights and find out the development of children special need

3. Parents of Slow Learner

Parents should often asks his children to teacher special assist and development teacher in order to cooperate in educating the slow learner.

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APPENDIX I



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di
Malang

Assalamu'alaikumWr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Judul Skripsi : *The Model of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang*

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

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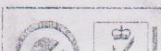


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APPENDIX II



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Dengan ini menerangkan bahwa :

Nama : Satria Fitri
NIM : 12140068
Fakutas/Jurusan : Fakultas Ilmu Tarbiyah / Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Yang bersangkutan diatas benar-benar telah melakukan penelitian guna penyusunan skripsi mul tanggal 30 Maret – 7 Mei 2016 di SDN Ketawanggede dengan judul "*The Model of Mathematics Learning on Slow Learners at Inclusive School State Primary School Ketawanggede Malang*".

Demikian surat keterangan ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Malang, 4 Juni 2016

Kepala Sekolah



BAMBANG SURYADI, S.Pd, M.Pd

NIP. 19690721 199703 1 006



APPENDIX III



UNIVERSITAS ISLAM NEGERI
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BUKTI KONSULTASI

Nama : Satria Fitri
NIM : 12140068
Jurusan : Pendidikan Guru Madrasah Ibtidaiyyah (PGMI)
Pembimbing : Dr. Esa Nur Wahyuni, M.Pd
Judul Skripsi : The Model of Mathematics Learning on Slow Learners at
Inclusive School State Primary School Ketawanggede
Malang

No.	Tanggal	Materi Konsultasi	Ttd. Pembimbing
1.	04 November 2015	Konsultasi Proposal	E/S
2.	11 November 2015	Revisi Bab I, II, III	E/S
3.	19 November 2015	ACC Proposal	E/S
4.	13 Mei 2016	Konsultasi Bab I, II, III, IV, V, VI	E/S
5.	20 Mei 2016	Revisi Bab IV	E/S
6.	27 Mei 2016	Revisi Bab V, VI, Abstrak	E/S
7.	07 Juni 2016	Konsultasi keseluruhan Skripsi	E/S
8.	13 Juni 2016	ACC Skripsi	E/S

Mengetahui,
Ketua Jurusan PGMI

Dr. Muhammad Walid, M. A
NIP 197308232000031 002



APPENDIX IV

INSTRUMEN WAWANCARA



INSTRUMEN WAWANCARA

Hari, tanggal : Sabtu, 7 Mei 2016

Waktu : 11.00 - selesai

Tempat : Ruang Kepala Sekolah

Nama Informan : Bambang Suryadi, S.Pd, M.Pd

Fokus Penelitian : Konsep Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Konsep	a. Awal mula menjadi sekolah inklusi	1) Sejak kapan SDN Ketawanggede terdaftar sebagai sekolah inklusi?	1) Sebenarnya saya masuk disini tahun 2013. Itu kita <i>regroup</i> sekolah ini jadi satu SD kemudian kita kembangkan ke inklusi, artinya kalau sebelumnya sudah ada anak berkebutuhan khusus tapi belum ada ruang sumber sendiri, belum ada penanganan individual. Baru saya masuk sini itu kita kembangkan sehingga kita bentuk paguyupan inklusinya kemudian program-programnya. Nah dari program-program itu kita kembangkan bagaimana paguyupan inklusi itu bisa mengembangkan program yang ada sampai mencari GPK kemudian bagaimana supaya anak-anak ini terlayani dengan baik. Mulai tahun 2013 itu kita sudah terdaftar sebagai sekolah inklusi

2	b. Sistem Penerimaan ABK	2) Bagaimana system penerimaan ABK di SDN Ketawanggede? Apakah sama dengan siswa regular?	3) Kita melihat kondisi anak ini kalau terlalu berat, gurunya tidak mampu kan malah jadi beban. Kalau misalkan ada anak ABK yang dirasa berat sekali ya kita arahkan beliau ini orang tuanya ini sebaiknya ditangani yang lebih professional, bisa diterapi, SLB kalau memang itu berat sekali. Kemudian yang ringan-ringan sekiranya guru-guru mampu mengolah disini, kemudian perkembangannya bisa kita deteksi, anak ini nanti secara sosialnya itu kok bisa sembuh misalkan. Ini kita terima. Tidak menutup kemungkinan anak ini ada orang tua yang memberi kesanggupan. Kemarin itu ada yang berat yang di kelas satu itu tapi orang tua menyanggupi nanti akan kita dampingi dengan shadow pak kemudian terapis ini masih jalan terus di unisma. Ya monggo kalau memang bersedia seperti itu kita tidak menutup dia nggak masuk disini tapi memberi kesempatan mereka untuk bisa berkembang disini. Yang penting sama-sama bertanggung jawab
	c. Kurikulum	4) Kurikulum apa yang digunakan di sekolah inklusi SDN Ketawanggede Malang?	5) Modifikasi kurikulum sesuai dengan PPI dilakukan oleh guru kelas dibantu oleh GPK artinya informasi yang diperoleh GPK tentang kemampuan standarnya anak ini itu kita kembangkan pada RPP yang dibuat oleh guru kelasnya sehingga ada di RPP itu yang berisi tugas-tugas khusus untuk anak ABK. Ini temanya tentang lingkungan misalnya, yang khusus ABK bagaimana disesuaikan dengan standarnya anak ABK itu, tidak sama tugasnya dengan yang umum. Bisa disederhanakan, bisa angkanya diperkecil, bisa juga oh ini yang belajar menggaris motorik halusnya itu kita kembangkan berarti dia harus membuat apa, kalau kubus oh berarti ininya garis-garisnya itu, kan seperti itu
	d. Model pembelajaran matematika	6) Bagaimana model pembelajaran matematika pada siswa	7) Model pembelajaran matematika pada siswa ABK ini disesuaikan dengan kemampuan kompetensi anak itu artinya tidak sesuai dengan kurikulum dijenjang dia. Misalnya dia

			slow learner di sekolah inklusi?	kelas 4 tapi kemampuan dia di kelas 3 ya kita sesuaikan kemampuan dia di kelas 3. Kemudian kita punya target pada kurikulum ABK itu misalkan untuk kelas 1 ini kita maksimalkan anak kelas 1 itu dalam 1 tahun mencapai 3 tema, untuk anak yang normal kan 7 tema. Jadi paling nggak 50% bisa tercapai. Kemudian dilanjutkan pada kelas berikutnya oh kemampuan anak ABK ini masih di kelas 1 semester 2. Untuk selanjutnya seperti itu terus kita modifikasi artinya dalam kurikulum matematika kemudian konsep dasar ini harus kuat di anaknya. Kan ini tidak sembarangan pada anak ABK ini karena anak ABK kecenderungannya beragam ada yang <i>slow learner</i> , ada yang autis juga, dan lain sebagainya. Sehingga ya tidak bisa kita samaratakan artinya pada kurikulum yang di kelas pun itu dimodifikasi sesuai dengan kemampuan anaknya
	e. Shadow	8) Apakah semua ABK selalu didampingi oleh shadow?	9) Anak yang didampingi shadow disini kalau memang anak belum mampu diregularkan. Artinya pada sikap sosialnya ini belum mampu untuk mandiri di dalam kelas itu, masih perlu bantuan. Tapi itupun kita upayakan lambat laun shadow ini menjauh menjauh menjauh jadinya mandiri. Tidak bisa kita pastikan karena anak memiliki perkembangan yang berbeda-beda jadi kalau kemarin misalkan anak ini harus shadownya duduk disampingnya ngajari ini tapi lambat laun shadownya bisa sesekali meninggalkan, kemudian minggu berikutnya shadow sudah mulai bisa agak lama di luar sampai terakhir shadownya bias memantau saja di luar, kalau sudah memantau di luar, artinya anak ini nanti bisa berkembang. Sehingga dia juga kita kelola tidak hanya regular tapi juga individual jadi di ruang sumber itu kita jadwal supaya anak ini terlayani secara individual sehingga bisa terdeteksi yang mana yang lemah yang dia itu perlu dikembangkan	
	f. Penilaian/ Evaluasi	10) Bagaimana system	11) KKMnya untuk ABK ya tidak kita bandingkan dengan kelas,	

			penilaian atau evaluasi untuk ABK?	artinya dia dibandingkan dengan dirinya sendiri otomatis KKMnya tidak mengikuti kelas tetapi kita tentukan kkm itu sesuai dengan KKM dia. Kemudian pola penilaian kan juga beda ya, beda dengan anak-anak yang memang bisa kita berikan ke segala ranah. Yang kurikulum 2013 itu kan semua ya, sikap, kognitif, keterampilan. Kalau ABK kan ada batasan-batasan tertentu, tidak sama tapi kita upayakan anak ABK ini nantinya berkembang terus kemudian di kelas VI kalau bisa sembuh dari ABK dalam artian bisa kita masukkan regular
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INSTRUMEN WAWANCARA

Tempat : Ruang Sumber SDN Ketawanggede Malang

Nama Informan : Anisa

Fokus Penelitian : 1. Perencanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Perencanaan	a. Menyiapkan Prota, promes, dan silabus	1) Bagaimana perencanaan pembelajaran di sekolah inklusi SDN Ketawanggede Malang? Mulai dari prota, promes, silabus	1) Karena saya masih baru ya mbak, jadi saya belum seberapa tahu. Mbak silahkan Tanya ke bu Dewi yang lebih tau
		b. Menyiapkan RPPI	2) Apakah ibu menyiapkan RPPI sebelum pembelajaran di ruang sumber?	2) Untuk RPP PPI itu jadi kalo anak-anak yang masih bisa mengikuti indikator-indikator untuk anak yang regular, dia ikut yang regular tapi ada penyederhanaan materi. Tapi kalau seumpamanya nggak bisa harus program pembelajaran individu, ya dibuatkan program pembelajaran individu sendiri
		- Menyiapkan materi	3) Apakah ibu sudah menyiapkan materi untuk siswa slow learner sebelum pembelajaran di ruang sumber?	3) Kalau disini mungkin dasar-dasarnya ya kayak membaca sama menghitung gitu itu. Karena kebanyakan emang membacanya belum lancar, matematikanya sendiri juga belum lancar. Jadi yang dasar-dasar dulu. Nanti kalau seumpamanya dia sudah paham, ya kita baru menginjak ke tematik pembelajarannya
		- Menentukan strategi/ pendekatan	4) Apakah ibu sudah menentukan strategi atau pendekatan	4) Tiap siswa punya karakteristik dan kecenderungan masing-masing, jadi metodenya pun berbeda-beda. Tapi kalau untuk siswa slow learner saya cenderung pakai drill and practice ya

			terlebih dahulu sebelum pembelajaran di ruang sumber?	karena kan siswa slow learner membutuhkan pelajaran ya selalu diulang. Jadi biasanya saya terangkan terus saya suruh mengerjakan, saya terangkan soal yang dia kerjakan tadi, saya kasi soal lagi, seperti itu
		- Menentukan sumber dan media pembelajaran	5) Apakah ibu sudah menentukan sumber dan media pembelajaran sebelum pembelajaran di ruang sumber?	5) Mediana ya saya menggunakan yang ada di ruang sumber saya sesuaikan dengan materinya. Kan disini banyak medianya, materi penjumlahan saja ada bermacam-macam jadi ya siswa itu senang kalau belajar di ruang sumber



INSTRUMEN WAWANCARA

sTempat : Depan kos (Jl. Sunan Kalijaga Dalam No. 10A)

Nama Informan : Dewi Martia Ningsih, S.Psi

Fokus Penelitian : 1. Perencanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Perencanaan	c. Menyiapkan Prota, promes, dan silabus	6) Bagaimana perencanaan pembelajaran di sekolah inklusi SDN Ketawanggede Malang? Mulai dari prota, promes, silabus	6) Saya tidak membuat prota, promes, dan silabus khusus untuk siswa slow learner. RPPnya saja yang dimodifikasi sesuai kemampuan siswa
		d. Menyiapkan RPPI	7) Apakah ibu menyiapkan RPPI sebelum pembelajaran di ruang sumber?	7) Sebenarnya gini anak itu dia saya buat RPPI di kelas regular juga terus RPPI itu saya pakai juga untuk belajar di ruang sumber. Buat RPP kan guru kelasnya pasti buat RPP. Cuma kalau anak kayak gitu kan RPPnya harus disederhanakan misalnya indicator ini tuh tentang mengenal anggota tubuh nanti itu dibuat ke RPP regular diblok merah itu untuk anak yang berkebutuhan khusus. Jadi kalau misalnya dia nggak masuk di kelas saya, guru kelasnya tetap bisa menghendel anaknya. Tau materinya tentang apa itu tau. Kalau anak yang kemampuannya sangat jauh dengan anak regular maka saya buat RPPI yang benar-benar individual. Soalnya materinya jauh dari anak regular seusianya
		- Menyiapkan materi	8) Apakah ibu sudah menyiapkan materi untuk siswa slow	8) Modul yang saya gunakan di ruang sumber itu dari buku tematik regular mbak tapi saya sederhanakan

			learner sebelum pembelajaran di ruang sumber?	
		- Menentukan strategi/ pendekatan	9) Apakah ibu sudah menentukan strategi atau pendekatan terlebih dahulu sebelum pembelajaran di ruang sumber?	9) Iya mbak selalu, kana da di RPP
		- Menentukan sumber dan media pembelajaran	10) Apakah ibu sudah menentukan sumber dan media pembelajaran sebelum pembelajaran di ruang sumber?	10) Iya sudah. Di ruang sumber banyak media sama sumber belajar. Tinggal menyesuaikan dengan materi
		- Merencanakan penilaian	11) Apakah ibu sudah merencanakan penilaian untuk di ruang sumber?	11) Soalnya jelas beda mbak, tergantung kebutuhan anaknya. Walaupun dia kelas V kalau kemampuan setara kelas I, maka kami buat setara kelas I. Slow learner juga gitu soalnya kami sederhanakan. Untuk pembuatannya dibagi sekecamatan itu. Termasuk saya juga dapat bagian karena kami masuk dalam tim pembuatan soal

INSTRUMEN WAWANCARA

Tempat : Ruang Perpustakaan

Nama Informan : Titi Setiani, SE

Fokus Penelitian : 1. Perencanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Perencanaan	e. Menyiapkan Prota, promes, dan silabus	12) Bagaimana perencanaan pembelajaran di sekolah inklusi SDN Ketawanggede Malang? Mulai dari prota, promes, silabus	12) Guru menyiapkan prota, promes, silabus, RPP ya semuanya. Tapi kalau GPK Cuma RPP saja
		f. Menyiapkan RPPI	13) Apakah ibu menyiapkan RPPI sebelum pembelajaran di ruang sumber?	13) Iya itu tadi. GPK juga menyiapkan RPP untuk di ruang sumber. Biasanya bu Dewi yang menyiapkan. Saya Tanya ke bu Dewi mbak soalnya yang ikut pelatihan dulu bu Dewi
		- Menyiapkan materi	14) Apakah ibu sudah menyiapkan materi untuk siswa slow learner sebelum pembelajaran di ruang sumber? Mengapa Caca yang kelas V materinya hampir sama dengan Flaura yang kelas I?	14) Kalau materi ya sudah disiapkan tapi ya tergantung. Kadang juga spontanitas. Pokoknya kalau mengajar anak slow learner itu misalnya materinya sekarang penjumlahan 1-10, besok 11-20, nah pas materi 11-20 itu tetap saya ulang lagi materi yang kemarin. Itu kuncinya. Kita punya 3 siswa slow learner disini. Saya contohkan Flora kelas 1 dan Caca Kelas V. Flora karena kelas 1 materinya masih dasar dan mamanya juga telaten membimbing dia sehingga dia mampu mengikuti materi di kelas meskipun lama. Tapi kalau Caca kemampuannya sangat jauh dibawah

				temannya karena seharusnya kan setelah dibimbing di kelas, terus di ruang sumber, dirumah itu harus dibimbing lagi. Siswa slow learner itu harus seperti itu, tapi Caca saya kasih PR saja banyak yang salah, berarti kan nggak dibimbing. Itu yang membuat dia kemampuannya tertinggal jauh dengan teman-temannya. Makanya materinya pun dia masih penjumlahan, kayak gitu padahal sudah kelas V
		- Menentukan strategi/ pendekatan	15) Apakah ibu sudah menentukan strategi atau pendekatan terlebih dahulu sebelum pembelajaran di ruang sumber?	15) Iya sudah. Tapi ada juga pelajaran yang spontanitas itu juga sering, contohnya ketika mengajar anak hiperaktif ya. Diajak untuk diam 10 detik saja Alhamdulillah, lah kalau selebihnya hanya lari-lari meskipun saya sudah menyiapkan sedemikian rupa materi nggak akan sampai. Jadi saya menggunakan metode yang spontan saat itu. Seumpama dia lari ke luar saya ikut ke luar. Apa yang ditunjuk, misalnya itu apa sih bu, ayo dieja itu huruf apa. Itu spontan gitu loh. Tidak akan ada direncana kita meskipun sudah dimening-mening oh besok tak ajari iki iki iki tapi kenyataannya belum tentu. Itu kalau ngajar anak ABK ya seperti itu
		- Menentukan sumber dan media pembelajaran	16) Apakah ibu sudah menentukan sumber dan media pembelajaran sebelum pembelajaran di ruang sumber?	16) Sudah di RPP nya mbak. Saya gunakan yang ada di ruang sumber.
		- Merencanakan penilaian	17) Apakah ibu sudah merencanakan penilaian untuk di ruang sumber?	17) Iya sudah

INSTRUMEN WAWANCARA

Hari, tanggal : Selasa, 12 April 2016

Waktu : 12.10 - Selesai

Tempat : Ruang Perpustakaan

Nama Informan : Titi Setiani, SE

Fokus Penelitian : 1. Perencanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Perencanaan	g. Menyiapkan Prota, promes, dan silabus	18) Bagaimana perencanaan pembelajaran di sekolah inklusi SDN Ketawanggede Malang? Mulai dari prota, promes, silabus	18) Perencanaan di sekolah inklusi idealnya memang ada silabus dan RPP modifikasi. Disini saya dibantu GPK untuk membuat RPP modifikasi. Tapi untuk prota, promes, silabus saya buat yang biasa
		h. Menyiapkan RPP	19) Bagaimana model pembelajaran di sekolah inklusi SDN Ketawanggede Malang?	19) Kalau model pembelajaran di sekolah inklusi, jadi anak-anak yang tergolong ABK anak berkebutuhan khusus itu memang disendirikan. Disendirikan dalam artian pembelajaran dia bisa di luar kelas dan di dalam kelas berbaur dengan anak yang normal. Model pembelajarannya seperti itu. Pembelajarannya itu disesuaikan dengan masing-masing kemampuan anak ABK tersebut. Jadi kalau di luar kelas ya dengan GPK anak berkebutuhan khusus, kalau di dalam kelas bergabung dengan guru kelasnya
		- Menetapkan Tujuan	20) Apakah ibu sudah menetapkan tujuan pembelajaran sebelum melaksanakan pembelajaran? Bagaimana tujuan pembelajaran untuk	20) Kalau di kelas tujuan pembelajaran sudah ada di RPP dan sudah saya siapkan. Silabus juga sudah saya siapkan. RPP kan sudah ada di buku guru, tinggal mengembangkan. Sekarang ya tinggal pelaksanaannya saja tapi kebanyakan kalau yang modifikasi ya ada yang timbul pada saat pembelajaran. Itu baru saya bikin RPP-nya karena memang ternyata kegiatan pembelajarannya baru saya rubah ternyata lebih efektif yang ini

			<p>siswa slow learner? Apakah sama dengan siswa regular?</p>	<p>untuk anak yang slow learner. Kalau anak regular kan kita sudah ada standarnya. Karena memang model tematik ya, tujuan pembelajaran itu memang di setting untuk seluruh ya, sama. Kalo Floura kan kadang masih bisa mengikuti temannya karena masih kelas satu yang materinya juga masih dasar, jadi saya samakan. Cuma waktu untuk memahami materinya yang berbeda, Floura sangat lambat</p>
		<p>- Merencanakan pengelolaan kelas</p>	<p>21) Bagaimana cara untuk mengelola kelas dalam hal fisik seperti penataan tempat duduk dan juga dalam hal sosial? Mengingat di sekolah inklusi juga terdapat siswa slow learner</p>	<p>21) Kalau setting ruang kelas kalau saya berdasarkan selama ini ya berdasarkan kemampuan saja ya. Maksudnya dia itu berdasarkan sistem pertemanan jadi kalo anak yang ABK ini duduk bersebelahan dengan anak yang normal yang ini dia belajarnya akan lebih efektif dibanding duduk dengan anak yang ini, paling itu saja, hanya letak tempat duduk saja. Kalau itu sudah dipikirkan cocoknya dengan yang ini. Meskipun kita sebenarnya ada rolling satu minggu sekali. Kita coba untuk sosialisasi itu berputar. Tidak melulu dia harus berteman dengan itu tapi saya coba untuk berputar. Duduk dengan ini apakah dia cocok, besoknya dengan ini ternyata sama-sama diam tidak bisa bersosialisasi saya pindah. Untuk saat ini karena dia menggunakan shadow, istilahnya shadownya kan orang tuanya ya jadi di tahun pertama kelas satu ini dua-duanya menggunakan shadow dan mungkin kalau shadownya itu duduk di depan kan menghalangi yang dibelakang karena anak kelas satu kan masih kecil-kecil jadi sementara masih saya taruh dibelakang tapi teman sebelahnya yang saya rubah-rubah. Kalau posisi memang sementara dia di belakang untuk keefektifan belajar ya</p>
		<p>- Menetapkan dan pengorganisasian bahan/materi</p>	<p>22) Apakah ibu sudah merencanakan materi yang akan diajarkan? termasuk materi untuk siswa slow learner</p>	<p>22) Materi yang akan diajarkan kan sudah ditentukan kalau kurikulum 2013. Ada buku guru, buku siswa. Kita hanya tinggal mengembangkan saja dari materi tersebut sejauh mana kita akan mengembangkan, itu yang dibebaskan. Ya kalau untuk slow learner materi saya samakan karena kan masih</p>

			apakah sama dengan siswa regular?	dasar dan kadang juga dia masih bisa mengikuti teman-temannya dengan bimbingan shadow
		- Merencanakan strategi pendekatan kegiatan pembelajaran	23) Apakah ibu sudah merencanakan strategi atau pendekatan sebelum pembelajaran? Termasuk strategi untuk siswa slow learner	23) Kalau biasanya malam harinya saya sudah merencanakan metode yang sesuai dengan materi dan kondisi siswa, itu sudah pasti. Besok saya mau mengajarkan bagaimana itu sudah saya rencanakan, dan juga saya kadang menyiapkan medianya juga sudah, tapi ya ada sesekali kadang ya spontanitas sesuai dengan kondisi anaknya saat itu
		- Merencanakan prosedur kegiatan pembelajaran	24) Apakah ibu sudah merencanakan prosedur kegiatan pembelajaran sebelum pembelajaran?	24) Iya. Ya di RPP itu ada pendahuluan kayak apersepsi, motivasi. Terus kegiatan inti sama penutup
		- Merencanakan penggunaan sumber dan media belajar	25) Apakah ibu sudah merencanakan sumber dan media belajar? Termasuk untuk siswa slow learner	25) Ya saya merencanakan sudah di RPP. Kalau sumber belajar kan sudah ditentukan ya. Kalau media saya lihat materinya dulu sama kondisi kelas 1 kan masih sangat dasar. Media dan sumber belajarnya sama semua siswa slow learner dengan regular
		- Merencanakan penilaian	26) Apakah ibu merencanakan penilaian sebelum kegiatan pembelajaran? Baik penilaian untuk siswa regular maupun slow learner	26) Bentuk penilaian kalau kurikulum 2013 itu sudah ditentukan ya. Maksudnya sudah ada formatnya sendiri. Jadi ya sudah sementara yang saya nilai setiap hari ya ulangan hariannya terus tugasnya seperti itu. Soalnya kalau pas mau masukin ke rapor atau nilai kemarin kayak rapor UTS itu ada formatnya sendiri. ABK juga disamakan hanya KKMnya sesuai kemampuan dia. Soalnya juga disederhanakan. Kalau kurikulum 2013 itu memang bertahap, tahapan itu tadi memang harus dilalui dan paling nggak meskipun nggak 100% terserap tahap pertama, saya harus berusaha untuk paling tidak dia 50% harus sudah bisa masuk ditahap pertama untuk masuk ke tahap berikutnya

INSTRUMEN WAWANCARA

Hari, tanggal : Jum'at, 15 April 2016

Waktu : 10.00 - selesai

Tempat : Ruang Kelas V-B

Nama Informan : Sumiani, S.Pd

Fokus Penelitian : 1. Perencanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Perencanaan	i. Menyiapkan Prota, promes, dan silabus	27) Bagaimana perencanaan pembelajaran di sekolah inklusi SDN Ketawanggede Malang? Mulai dari prota, promes, silabus	27) Saya ya membuat prota, promes, silabus, RPP. Ya semua perangkat pembelajaran itu, tapi saya membuatnya yang secara umum untuk siswa reguler. Baru nanti RPP-nya yang saya diskusikan dengan GPK karena RPP berhubungan langsung dengan apa yang kita lakukan ketika mengajar
		- Menetapkan Tujuan	28) Apakah ibu sudah menetapkan tujuan pembelajaran sebelum melaksanakan pembelajaran? Bagaimana tujuan pembelajaran untuk siswa slow learner? Apakah sama dengan siswa reguler?	28) Kalau tujuan pembelajaran kebetulan ditematik sudah lengkap kita ambil kita adopsinya dari buku guru. Ya tujuannya kalau di kelas, ABK ada sendiri itu yang buat GPK. Pembelajarannya kan disederhanakan. Kalau Caca tujuannya sangat individual karena kemampuan dia jauh dibawah teman-temannya
		- Merencanakan pengelolaan kelas	29) Bagaimana cara untuk mengelola kelas dalam hal fisik seperti penataan tempat duduk dan juga dalam hal sosial? Mengingat di sekolah	29) Ini kebetulan di kurikulum 2013 berbeda dengan kurikulum yang lama, kalau KTSP tempat duduknya versinya versi sepur-sepuran seperti ini, model lama seperti ini. Ini karena setelah dipakai ujian kelas VI dan nanti akan dipakai lagi jadi formasinya seperti ini biar saya nggak ngerubah lagi untuk ujian kelas VI. Aslinya kalau pembelajaran setiap hari anak

			inklusi juga terdapat siswa slow learner	selalu berdiskusi jadi ruangnya saya formasi untuk tempat diskusi. Saya bagi empat kelompok, ada sisanya 3 saya sendiri. Dibuat 7 juga bisa, jadi menyesuaikan, kalau bosan ya saya rubah isinya. Dan modelnya model tempat formasi diskusi dan dalam formasi ini misalnya empat kelompok, ini setiap tanggal 1 mereka rolling yang duduknya disini ke belakang setiap tanggal 1 berputar biar semua merasakan dan untuk mendeteksi juga mata anaknya. Siswa slow learner juga ikut seperti siswa regular, intinya nggak boleh membedakan
		- Menetapkan dan pengorganisasian bahan/ materi	30) Apakah ibu sudah merencanakan materi yang akan diajarkan? termasuk materi untuk siswa slow learner apakah sama dengan siswa regular?	30) Kalau untuk materi hari ini sudah kemarin. Kalau ini sudah tinggal lihat lanjutannya dibuku guru dan buku siswa. Kebetulan kemarin 4 hari tryout, anak-anak belajar sendiri di atas, jadi hari ini saya mengulang-mengulang. Materi anak slow learner disederhanakan sesuai kemampuan dia. Biasanya saya sederhanakan sesuai kemampuan dia, saya diskusikan dengan GPK
		- Merencanakan strategi pendekatan kegiatan pembelajaran	31) Apakah ibu sudah merencanakan strategi atau pendekatan sebelum pembelajaran? Termasuk strategi untuk siswa slow learner	31) Ya sudah karena di dalam buku guru sudah sangat jelas, jadi untuk guru itu toksinya terhadap kurikulum guru itu tidak boleh mengurangi kurikulum. Jadi apa yang ditulis dibuku guru dikurikulum itu wajib dilaksanakan tetapi tidak menutup kemungkinan guru punya hak untuk mengembangkan, jadi nggak boleh mengurangi, tapi boleh menambah dan mengembangkan. Jadi masuk dipengembangan kurikulum. Misal materi disini dibuku sudah saya sampaikan semua. Kemudian kemarin saya nonton tv kok nyambung, itu saya sampaikan anak-anak ini berkaitan kemarin di tv ada seperti ini, bagaimana kamu kalau menemukan hal seperti ini, jadi jawaban mereka akan berkembang. Harusnya begini tidak boleh begini dan begitu. Intinya tidak boleh menyimpang dari buku guru dan buku siswa, nambahi boleh, mengembangkan boleh

		- Merencanakan prosedur kegiatan pembelajaran	32) Apakah ibu sudah merencanakan prosedur kegiatan pembelajaran sebelum pembelajaran?	32) Iya. Kalau pembelajaran di kelas, ya spontan saja sih kalau saya. Tetap berpedoman pada RPP yang saya buat, ada pendahuluan, inti, penutup. Kemudian untuk slow learner, saya memberikan materi apa yang kira-kira dia mampu. Ya kan materinya sebenarnya disamakan tapi kalau misalnya anak ini kira-kira nggak mampu untuk hitungan diatas sepuluh misalnya yang lain sudah hitungan diatas sepuluh, untuk anak ini ya hitungannya saya khususkan dibawah sepuluh. Tapi biasanya ya spontanitas maksudnya ya sudah dia coba untuk setara dengan temannya, kalau nggak bisa baru saya turunkan karena ini kan kelas satu ya jadi kan pembelajarannya sebenarnya masih gampang
		- Merencanakan penggunaan sumber dan media belajar	33) Apakah ibu sudah merencanakan sumber dan media belajar? Termasuk untuk siswa slow learner	33) Sebenarnya di buku guru kan sudah ada semua ya, itu kan sumber belajarnya. Kalau medianya kan juga sudah dijelaskan disitu itu sudah sesuai dengan materi, tapi kadang juga saya kembangkan sesuai dengan pengalaman
		- Merencanakan penilaian	34) Apakah ibu merencanakan penilaian sebelum kegiatan pembelajaran? Baik penilaian untuk siswa regular maupun slow learner	34) Penilaiannya sudah, selesai pembelajaran anak-anak saya beri latihan. Terus saya nilai anak yang kurang dari KKM saya beri soal untuk dikerjakan di rumah. Terus kalau besok masih belum bisa, saya beri soal lagi sampai bisa baru kalau kira-kira 75% anak-anak bisa yang nggak bisa saya suruh belajar lagi, itu sudah tanggung jawab orang tua. 21 dari 27 siswa. Sedangkan Caca materinya diturunkan. Jadi kalau Caca tarafnya masih anak kelas 1, dia diberi soal setara dengan anak kelas 1 dan jika nilainya diatas KKM berarti sudah tuntas tapi kalau nilainya dibawah KKM, berarti dia diajari lagi diruang sumber sampai bisa. Untuk penilaiannya Caca tidak dibandingkan dengan siswa lain. Jadi sesuai peningkatan kemampuan dia

INSTRUMEN WAWANCARA

Nama Informan : Anisa

Fokus Penelitian : 1. Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Pelaksanaan		Bagaimana pembelajaran di ruang sumber?	Kalau disini individual. Karena kan memang klasikalnya di kelas ya terus disini dipanggil anak-anak yang berkebutuhan lebih, jadi individual
		a. Menyiapkan Siswa secara Psikis dan Fisik	1) Apakah guru menyiapkan siswa slow learner secara psikis dan fisik sebelum memulai pembelajaran di ruang sumber? Bagaimana cara menyiapkannya?	35) Ya seperti yang saya infokan tadi jadi untuk awal memang kalo anaknya pengen bermain dulu ya sudah saya bebaskan untuk bermain, 10 menit gitu. 10 menit silahkan bermain habis itu belajar lagi. Terus nanti mungkin dari itu anaknya senang. Mulai dari senang itu anaknya belajar juga senang, materi yang saya berikan harapannya memang masuk dan anaknya memahami
		b. Menimbulkan Motivasi	36) Apakah ibu menimbulkan motivasi siswa slow learner terlebih dahulu sebelum memulai pembelajaran? Bagaimana cara ibu untuk menimbulkan motivasi siswa slow learner?	37) Saya nggak langsung memulai materinya. Saya kasih motivasi dulu, nasihat, cerita-cerita motivasi biar anak semangat kadang juga saya ajak bermain dulu. Biasanya saya tanyakan cita-citanya apa, terus pengen pinter apa nggak, jadi ketika dia sudah mulai nggak semangat, nggak mau focus, baru saya Tanya seperti itu Nasihat, ya disamping nasihat kata-kata, video, saya tidak jarang juga sering memberikan hadiah. Reward itu saya sering berikan misalnya dia bisa menyelesaikan tugas nilainya bagus itu tidak jarang juga saya bawa makanan yang bisa dibagikan anak-anak untuk makan bersama. Atau pas bermain memasukkan bola lebih banyak saya kasih hadiah
		c. Mendorong siswa	38) Bagaimana cara guru	39) Ya saya ajak bermain dulu. Wajar anak kadang merasa

		untuk aktif	untuk mendorong siswa slow learner supaya aktif dalam pembelajaran di ruang sumber?	<p>bosan, tapi ya ngga saya paksa. Tapi saya ajak bermain dulu menggunakan permainan yang ada di ruang sumber. Kalau sudah agak lama bermain, saya masukkan ke dalam pembelajaran.</p> <p>Selalu mengikutsertakan anak dalam pembelajaran. Kalau individu kan seperti itu tapi kalau biasanya ada orang yang ada di ruang sumber itu saya gunakan kayak persaingan atau lomba jadinya satu sama lain ada motivasi lah. Iya kalau satu saya bimbing terus kemarin juga bisa dua orang itu kalau satunya sudah lebih bisa mungkin bisa diajari jadi semacam peer teaching gitu pembelajaran sebaya. Kalau Cuma 1 ya saya suruh ngerjakan dipapan tulis, maju, saya beri tebak-tebakan, saya suruh mengerjakan berulang-ulang</p>
		d. Menimbulkan Rasa Percaya Diri	40) Bagaimana cara guru untuk menimbulkan rasa percaya diri pada siswa slow learner?	41) Memberi anak sebuah kepercayaan itu yang penting sebenarnya untuk membuat siswa slow learner bisa percaya diri. Jadi biasanya saya bercerita dan minta pendapat dia, kadang saya minta dia yang bercerita tentang kesehariannya, untuk melatih siswa juga dalam bercerita
		e. Menggunakan Sumber dan Media Pembelajaran	42) Apa sumber dan media yang digunakan dalam pembelajaran untuk siswa slow learner di ruang sumber?	43) Kalau saya dari buku-buku yang ada disini juga, disini kan juga ada soal-soal terus kadang juga kondisional sesuai dengan kemampuan anak sesuai dengan pengalaman saya sendiri ketika dia masih ditahap penjumlahan puluhan ya saya kasih puluhan, kalau pengurangan ya pengurangan. Jadi tidak ada buku panduan yang tetap untuk anak itu sendiri. Kalau media matematika disini ada penjumlahan tadi kalau penjumlahan ada pasangan hasilnya pasangannya berapa gitu itu. Tapi untuk selain itu mungkin anak pakai tangan langsung ya soalnya kalau di kelas sendiri susah gitu. Kalau ada media apa seumpama untuk dia bawa mendingan yang bisa dia gunakan pakai tangan. Untuk selama ini sih baru itu ya medianya untuk matematika

INSTRUMEN WAWANCARA

Nama Informan : Dewi Martia Ningsih, S.Psi

Fokus Penelitian : 1. Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Pelaksanaan		Bagaimana pembelajaran di ruang sumber?	<p>44) Saya kan punya banyak murid dan yang nggak bisa matematika ya. Kalau anak yang nggak bisa matematika itu pembelajarannya dari awal, mulai dari angka dulu. Dia nggak bisa angka berapa saja. Mislanya dia Cuma tau angka 1 sampai 10 itu dihafal sekitar ya kalau anak gitu kan harus diulang-ulang kan pembelajarannya. Nah dihafal pokoknya dia minimal tau 10-20 angka saja. Habis itu nanti kalau sudah hafal, kita mulai dari penjumlahan 1 sampai 10 atau 1 sampai 5 dulu yang paling dasar. Jadi misalnya 5 tambah 1, 2 tambah 3, jadi nggak lebih dari angka 5, jadi kalau sudah bisa baru dinaikkan 1-, 20, bertahap gitu.</p> <p>Kalau di ruang sumber ya fleksibel saja soalnya anak kayak gitu nggak bisa kalau disuruh formal itu jadi ya fleksibel saja. Dan misalnya hari ini jadwalnya dia matematika tapi dia nggak mau belajar matematika, oke hari ini kamu maunya belajar apa baru diturunin. Nanti kalau misalnya dia sudah jenuh, dicoba. Kalau misalnya dia matematika nggak bisa yang kalau anak gitu kan gampang bosan, kalau ditulis gitu kan bosan, jadi pakai alat.</p>

INSTRUMEN WAWANCARA

Nama Informan : Titi Setiani, SE

Fokus Penelitian : 1. Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Pelaksanaan		Bagaimana pembelajaran di ruang sumber?	Ya individual ya jadi ya kan memang kebutuhannya macem-macem sendiri-sendiri sesuai kemampuannya jadi ya individual
		f. Menyiapkan Siswa secara Psikis dan Fisik	2) Apakah guru menyiapkan siswa slow learner secara psikis dan fisik sebelum memulai pembelajaran di ruang sumber? Bagaimana cara menyiapkannya?	45) Kalau psikis ya saya sering mengajak anak untuk belajar berempati juga, maksudnya bahwa dia itu tidak menderita sendiri. Dia itu mampu, dia istimewa. Motivasi masukan agama itu penting ya terlahir seperti itu tidak ada yang mengharapkan karena itu sudah takdir ya, takdir yang harus diterima. Harus bersyukur kan anak-anak ya bagaimana harus bersyukur seperti itu ya harus rajin belajar, tetap rajin mengaji, rajin belajar. Itu secara psikisnya. Kalau fisik ya biasanya anak-anak saya ajak untuk senam bersama di aula sebelum pembelajaran. Terus kadang saya ajak bermain yang menggunakan fisik. Melempar bola, kan anak slow learner melempar bola juga nggak akan jauh, jadi ya disitu tok wes
		g. Mendorong siswa untuk aktif	46) Bagaimana cara guru untuk mendorong siswa slow learner supaya aktif dalam pembelajaran di ruang sumber?	47) Ya saya tidak jarang untuk mengajak anak berinteraksi ya. Interaksi itu berupa kecakapan, berupa fisik ya tadi itu saya ajak ayo kita kerja bakti kita membersihkan kelas. Kadang ada anak yang dia tertarik untuk itu dulu, baru dia mau belajar. Kadang ya dari omongan saja. Kayak suruh bercerita. Kan anak slow learner ada yang diam saja. Kalau nggak digebuh nggak ditabuih dia nggak akan keluar omongan kan, jadi ya saya pancing dulu, saya ajak cerita dulu, baru dia akan bercerita
		h. Menimbulkan Rasa	48) Bagaimana cara guru	49) Kalau saya selama ini memberikan kebebasan mereka untuk

		Percaya Diri	untuk menimbulkan rasa percaya diri pada siswa slow learner?	menata ruang seperti misalnya dia mengaharapkan bu ini ditata di atas iya. Ini dipindahkan kesini. Oh iya boleh. Kalau saya memang pendidikan di ruang sumber itu saya bebaskan pokoknya selama dilihat masih bagus, masih bersih
		i. Menggunakan Sumber dan Media Pembelajaran	50) Apa sumber dan media yang digunakan dalam pembelajaran untuk siswa slow learner di ruang sumber?	51) Kalau media dan sumber belajar selama ini yang ada di ruang sumber itu banyak ya, kartu huruf, ada apa namanya puzzle hitungan, buku, buku seri bergambar, banyak. Bahkan saya pernah menggunakan video untuk memotivasi mereka itu ya video-video yang menyentuh ya hati mereka bahwa mereka itu seperti itu tidak sendiri. Banyak yang seperti mereka tapi berhasil. Bahkan sampai menangis anak-anak itu pernah saya lakukan



INSTRUMEN WAWANCARA

Hari, tanggal : Selasa, 12 April 2016

Waktu : 12.10 - selesai

Tempat : Ruang Perpustakaan

Nama Informan : Titi Setiani, SE

Fokus Penelitian : 1. Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Pelaksanaan	j. Pendahuluan 35) Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran	2) Apakah ibu sudah menyiapkan siswa termasuk siswa slow learner secara psikis dan fisik sebelum memulai pembelajaran? Bagaimana cara menyiapkannya?	1) Itu memang tiap hari selalu saya lakukan. Kalau psikis itu saya motivasi, saya kasi masukan hal-hal yang positif. Kalau fisik itu ya saya kadang ajak anak-anak berdiri, bernyanyi, bergerak. Jadi saya mengajarkan seperti itu
		36) Melakukan apersepsi	2) Apakah ibu sudah melakukan apersepsi?	3) Iya saya lakukan apersepsi, penting ya. Seperti tadi saya mengulang pelajaran kemarin menghitung 1-50. Saya libatkan juga siswa lamban belajar. Tapi siswa lamban belajar biasanya perlu didekati
		37) Menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai	38) Apakah ibu sudah menyampaikan tujuan pembelajaran dan kompetensi dasar yang akan dicapai?	4) Ya itu kadang-kadang yang lupa. Artinya sudah kalau kurikulum 2013 ini kan sebenarnya terpadu jadi kalau menyinggung materi yang kemarin sudah langsung lanjut saja gitu, padahal yang perlu ya memberi tahu tujuan pembelajaran ini apa tapi karena kadang-kadang lupa
		39) Menimbulkan motivasi belajar siswa sebelum	40) Apakah ibu sudah menimbulkan motivasi belajar siswa sebelum	5) Ya setiap hari sangat penting itu motivasi, apalagi kelas satu mbak. Kelas satu kan masih begitu banyak nasihat, anak-anak berubah dari TK ke SD. Saya ajak nyanyi untuk

		memulai pembelajaran	memulai pembelajaran? Termasuk juga untuk siswa slow learner	bergembira untuk anak-anak bergembira. Target saya adalah belajar itu dengan bergembira sampai pulang. Sampai pulang harus gembira. Kalau untuk ABK, yang jelas pendekatannya memang menurut saya Flora Fania itu ya pendekatan personal yang khusus menurut saya. Kalau hanya sekedar motivasi ucapan itu memang gampang ya, untuk anak-anak itu ya kita ngomong tapi kita seberapa tahu dia itu termotivasi kita tidak ada ukurannya, jadi menurut saya itu hanya bahasa hati saja. Jadi kalau saya ngomong biar anak ini berfikir biar mau menurut itu ya caranya bagaimana. Seperti kata-kata saya kamu sudah tak doakan semoga kamu itu nanti bisa baca, bisa menghitung. Jadi dia itu merasa saya itu dianggap, saya didoakan. Beda dengan kata-kata kamu itu terus belajar supaya kamu bisa baca, bisa menghitung. Saya jarang mengucapkan sesuatu itu yang menyuruh karena anak-anak itu kan beda. Jadi saya seringnya wes kamu tak dongakno saya pegang kepala, saya pegang dadanya menurut saya itu seperti itu, menurut saya ya. Tapi biasanya motivasi personal untuk ABK saya berikan diluar jam pelajaran
		k. Kegiatan Inti 1) Menyajikan materi/ bahan pelajaran	41) Apakah guru sudah menyajikan materi pelajaran? Bagaimana materi untuk siswa slow learner? Apakah sama dengan siswa regular?	42) Ya, itu pasti saya lakukan. Tiap pertemuan ya pasti saya menyampaikan materi dan sesuai dengan buku guru dan buku siswa kecuali anak lamban belajar materinya saya sederhanakan sesuai kemampuannya tapi kalau kelas 1, Flora ini kadang masih bisa mengikuti teman-temannya. Kalau siswa belum faham itu saya akan mengulang bagaimana pun caranya berapa kali pun akan saya lakukan. Kalau belum mengerti, saya akan cari cara supaya anak itu bisa mengerti. Apalagi siswa slow learner ya. Pasti saya bimbing dia sampai dia bisa menjawab
		2) Menggunakan model pembelajaran	43) Bagaimana model pembelajaran di kelas regular di sekolah	44) Kalau saya model pembelajarannya mungkin masih banyak klasikalnya ya karena memang kelas satu, tapi untuk pembelajaran tertentu saya pasti juga menggunakan

		yang sesuai dengan kondisi siswa	inklusi? Mengingat terdapat siswa regular dan berkebutuhan khusus	pembelajaran kelompok, individual juga perlu. Ya lihat materinya kalau saya. Karena memang anaknya itu masih kelas satu. Kelas satu itu banyak perlu pendampingan karena kan masih peralihan jadi dia masi butuh pendampingan dari sisi membaca, dari sisi menulis, dari sisi dia menguasai pertanyaan, kadang bisa baca tapi belum tahu maksud pertanyaannya. Lah itu kan butuh pendampingan juga. Eman sebenarnya dia bisa menghitung karena nggak tahu tugasnya nggak tau soalnya, nilainya akhirnya kecil, jawabannya salah. Itu juga eman gitu kalau nggak kita lakukan individu itu. Jadi kadang pembelajaran individu saya lakukan untuk semua siswa, tapi kalau Flora memang wajib ya
		3) Mengimplementasikan metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	45) Apaah guru mengimplementasikan metode, sumber, dan media sesuai kemampuan dan karateristik siswa? Apa metode, sumber dan media pembelajaran yang digunakan di kelas regular sekolah inklusi? Mengingat terdapat siswa slow learner juga. Bagaimana bahan latihan untuk siswa? Apakah sama antara siswa slow learner dengan siswa regular?	46) Ya yang pasti iya. jadi metode, media pembelajaran saya siapkan sesuai materinya. Biasanya di rumah saya sudah merencanakan bagaimana apa yang akan saya lakukan, media apa, metode apa. Ya disesuaikan dengan kondisi siswa kelas I Ya nggak sama. Kalau ABK dengan yang nggak ABK ya pasti berbeda disesuaikan dengan kemampuan anaknya. Tapi kalau ketika materi itu ABK kemampuannya sama dengan siswa regular ya saya samakan juga soalnya. Tergantung kemampuan ABK

			Apakah guru menggunakan ekspresi lisan atau gerakan ketika menjelaskan?	Ya jelas. Kelas satu itu ekspresi lisan, fisik, gerakan, intonasi suara. Itu memang harus kita mainkan sekali
		4) Mendorong siswa untuk terlibat secara aktif	47) Bagaimana cara guru untuk mendorong siswa supaya terlibat aktif dalam pembelajaran?	48) Kalau saya di kelas itu lihat ketertarikan anak dalam belajar. Satu tema dengan tema lain saya kadang-kadang ya itu spontanitas juga diperlukan maksudnya ketika media saya gambar tapi anak-anak masih belum tertarik, nanti saya akan masuk ke media yang lain. Misalnya saya ajak keluar, saya ajak bercerita yang anak itu tertarik. Nah kalau misalnya sudah tertarik ya enak kita untuk masukin pembelajarannya. Saya memang melibatkan anak-anak itu sangat sering, tidak terkecuali siswa slow learner. Pertama memang biar dia itu berbaur dan PD dengan kemampuannya. Yang kedua, memang anak-anak itu dituntut untuk ya PD itu terus dia itu merasa aku ini sama seperti yang lain, saya diperlakukan sama, anak itu maju saya juga maju. Itu juga penting untuk menanamkan kepercayaan diri kan. Makanya saya sering sekali menunjuk, menyuruh maju ke depan, saya pantau langsung cara menghitungnya, ya itu saya sering sekali melakukan. Ya Alhamdulillah kata mamanya itu sekarang baru mau maju ke depan, Alhamdulillah katanya mamanya setelah diajar sama saya, cuma ya Allahu a'lam mugo-mugo iso bertahan semoga lebih baik itu saja
		5) Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	49) Apakah guru menjelaskan materi dengan menghubungkan pada kehidupan atau kegiatan sehari-hari?	50) Ya jelas. Kalau itu memang lebih gampang untuk bisa diterima anak. Jadi teori apapun atau pembahasan apapun itu lebih gampang kalau kita bisa menghubungkan ke kehidupan sehari-hari. Jadi saya selalu menyampaikan materi dan saya konkritkan atau saya hubungkan dengan kehidupan
		6) Mengelola pembelajaran	51) Apakah guru mengelola pembelajaran yang	52) Jelas kalau itu. Diskusi kelompok kayak kemarin matematika, terus prakarya atau yang lain, maksudnya

		kelompok yang kooperatif	kooperatif?	berbaur mereka itu. Saya juga mengarahkan mereka untuk bekerjasama dengan baik
		7) Membina hubungan antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	53) Bagaimana hubungan antara guru dengan siswa dan siswa dengan siswa di kelas ini termasuk siswa slow learner?	54) Ya Alhamdulillah penerimaan siswa lain disini sangat sangat bagus dan sangat care pada anak yang ABK. Jadi ya enak, menghargai sekali. Tidak ada perbedaan atau membedakan aku berteman dengan ini saja, nggak begitu. Kalau saya dengan siswa yang lain ya saya perlakukan kayak anak saya sendiri, kadang ya saya dekati secara personal kalau memang ada yang membutuhkan
		1. Penutup 1) Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa regular dan slow learner	55) Apakah diakhir pelajaran guru mengajak siswa untuk membuat rangkuman atau kesimpulan? Apakah siswa slow learner juga dilibatkan?	56) Nah itu yang kadang jarang saya lakukan, kadang ya lupa ya, kadang jarang itu saya lakukan itu. Ketika saya melakukan ya siswa slow learner juga saya libatkan
		2) Menyampaikan rencana pembelajaran pada pertemuan berikutnya	57) Apakah guru sudah menyampaikan rencana pembelajaran untuk pertemuan berikutnya?	58) Jarang juga, tapi ya sesekali satu minggu ya 3 sampai 4 kali ya saya sampaikan, besok kita akan belajar ini, ya saya sampaikan. Biasanya di buku tugas itu anak-anak mencatat apa yang dia kerjakan di rumah, PR, kayak tugas apa yang harus dilakukan

INSTRUMEN WAWANCARA

Hari, tanggal : Jum'at, 15 April 2016

Waktu : 10.00 - selesai

Tempat : Ruang Kelas V-B

Nama Informan : Sumiani, S.Pd

Fokus Penelitian : 1. Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Pelaksanaan	m. Pendahuluan 59) Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran	3) Apakah ibu sudah menyiapkan siswa termasuk siswa slow learner secara psikis dan fisik sebelum memulai pembelajaran? Bagaimana cara menyiapkannya?	1) Iya kalau tentang pembelajaran insyaallah anak-anak ini sudah bisa membedakan kapan harus belajar, bermain, istirahat, kapan harus ikut kegiatan yang lain mereka sudah terkondisi. Yang jadi masalah kalau anak dari rumah tidak membawa mood belajar. Saya biasanya lihat ketika kegiatan salam-salaman mereka sudah tidak menunjukkan berbahagia itu sulitnya disitu. Kadang ada aja yang nggak mau nulis, yang diem aja, yang melamun, biasanya seperti itu. Kendalanya itu. Saya biasanya bercerita dulu saya kasi nasihat seperti tadi
		60) Melakukan apersepsi	6) Apakah ibu sudah melakukan apersepsi?	7) Pasti, saya melakukan apersepsi dengan mengulang pelajaran kemarin dan menggali pengetahuan siswa tentang materi karena pelajaran hari ini tidak terlepas dengan kemarin. Contoh kalau kita mencari luas keliling, volume bangun ruang otomatis tidak ujuk-ujuk. Ini asalnya dari mana. Jadi selalu mengulang, mengaitkan pelajaran yang kemarin. Kemarin kita belajar ini, terus sekarang belajar ini bagaimana
		61) Menjelaskan tujuan	62) Apakah ibu sudah menyampaikan tujuan	8) Iya saya menyampaikan tujuan pembelajaran, anak anak kemarin kita belajar ini, sekarang kita belajar ini, tujuannya

		pembelajaran dan kompetensi dasar yang akan dicapai	pembelajaran dan kompetensi dasar yang akan dicapai?	kita belajar ini apa ya. Jadi yang membuat tujuan pembelajaran itu tidak hanya guru, murid pun bisa. Contoh anak-anak kita kemarin sudah belajar pecahan, kita sekarang belajar pecahan sambungan dari kemarin, menurut kalian apa sih untungnya belajar pecahan, tujuannya ya kita bisa adil untuk membagi, misalnya membagi kue harus sama besar, kalau nggak sama besar, bisa jadi bertengkar. Nah ini dipecahan, tujuan pembelajarannya biar menumbuhkan sikap adil, itu mereka bisa. Jadi tujuan pembelajaran tidak hanya guru yang membuat. Kita merangsang siswa pun mereka bisa menjawab. Siswa lamban belajar juga saya libatkan tapi dia hanya senyum
		63) Menimbulkan motivasi belajar siswa sebelum memulai pembelajaran	64) Apakah ibu sudah menimbulkan motivasi belajar siswa sebelum memulai pembelajaran? Termasuk juga untuk siswa slow learner	9) Iya itu saya ajak bernyanyi, cerita, mendongeng atau saya bawa gambar yang berhubungan dengan materi yang menarik siswa. Untuk memotivasi siswa slow learner tidak mudah, sulit. Cuma dia kan akalnya kurang, dia memiliki kelebihan yang orang lain nggak punya. Kayak tadi dia kemarin nggak masuk 4 hari jujur langsung ngomong ke saya. Jadi jujur. Caca itu dia anak terkecil yang semuanya sudah serba siap, jadi dia nggak bisa mandiri. Dia mau ngapain nggak tau. Soalnya sudah terbiasa siap semuanya. Jadi untuk memberi motivasi anak slow learner biasanya saya dekati
		n. Kegiatan Inti 8) Menyajikan materi/ bahan pelajaran	65) Apakah guru sudah menyajikan materi pelajaran? Bagaimana materi untuk siswa slow learner? Apakah sama dengan siswa regular?	66) Iya pasti karena materi tidak boleh menyimpang dari buku tematik yaitu buku guru dan buku siswa. Buku siswa untuk latihan kerjakan disini, lks untuk PR, kemudian petunjuknya saya lihat dibuku guru. Sebagai guru kita boleh mengembangkan materi dari buku guru dan buku siswa, boleh juga menambahi, tapi tidak boleh mengurangi. Iya jelas. Penangkapan yang salah atau siswa belum faham harus diluruskan biar tidak menyesatkan, juga kalau siswa belum faham ya saya ulang lagi. Kalau Caca kan materinya dibawah teman-temannya, jadi saya menerangkan ke teman-temannya itu dia tidak faham. Sehingga saya mendekati dia dan

				menerangkan pada dia sendiri materi yang sesuai dengan kemampuannya
		9) Menggunakan model pembelajaran yang sesuai dengan kondisi siswa	67) Bagaimana model pembelajaran di kelas regular di sekolah inklusi? Mengingat terdapat siswa regular dan berkebutuhan khusus	68) Model pembelajaran kalau di kelas klasikal ya. Tapi pada kegiatan tertentu untuk anak slow learner saya gunakan individual. Biasanya yang sering itu latihan soal dengan game. Kalau mendekati ujian saya buat game-game dan soal-soal. Jadi itu tergantung, ketika kita harus diskusi ya diskusi, ketika harus bermain peran ya bermain peran. Kalau Caca spesial, ketika saya mereview itu saya beri soal sendiri yang mudah sesuai kemampuan dia. Ditulisi Caca anak pintar
		10) Mengimplementasikan metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	69) Apakah guru mengimplementasikan metode, sumber, dan media sesuai kemampuan dan karakteristik siswa? Apa metode, sumber dan media pembelajaran yang digunakan di kelas regular sekolah inklusi? Mengingat terdapat siswa slow learner juga. Bagaimana bahan latihan untuk siswa? Apakah sama antara siswa slow learner dengan siswa regular? Apakah guru	70) Iya, selalu disesuaikan, kalau tidak sesuai anak nggak nyambung Jelas beda. Soalnya saya catat, diberi soal sendiri yang soalnya berbeda tapi sesuai dengan muatan yang misalnya anak regular muatannya berhitung, juga dibuatkan soal dengan grade yang setarafnya dia, muatannya sama berhitungnya. soalnya dibuatkan yang termudah, disesuaikan kemampuan anaknya Iya pasti itu. Kalau mengajar anak SD itu kita harus ekspresif, kayak tadi kan saya berusaha masuk ke dunia dia. Saya

			menggunakan ekspresi lisan atau gerakan ketika menjelaskan?	menyampaikan materi harus dengan mimik wajah. Selain itu saya juga menggunakan bahasa jawa bahasa sehari-hari untuk menarik perhatian anak
		11) Mendorong siswa untuk terlibat secara aktif	71) Bagaimana cara guru untuk mendorong siswa supaya terlibat aktif dalam pembelajaran?	72) Biasanya saya motivasi dulu, nggak langsung ke materi. Saya apersepsinya misalnya dengan bernyanyi, dengan saya dongeng, cerita-cerita, saya bawa gambar, saya suruh mengamati gambar, saya bawa sesuatu dengan tebak-tebakan. Kalau mereka sudah senang sudah ketawa itu berarti mereka senang. Kalau senang, mesti diajak belajar senang. Kemudian kalau memotivasi mereka untuk bertanya atau menjawab pertanyaan biasanya saya dengan reward siapa yang bisa menjawab ini nanti dapat hadiah ini, dapat hadiah nilainya ditambah, untuk anak yang sering angkat tangan nilainya untuk keaktifan saya tambah. Jadi berbeda untuk anak yang sering angkat tangan dengan yang diam saja. Kemudian kalau materinya sulit, nanti yang bisa jawab ini saya beri satu permen, yang bisa jawab ini istirahat dulu, saya beri seribu rupiah. Untuk siswa yang spesial ini karena dia nggak ngerti apa yang pertanyaan yang saya maksud grade nya bukan grade dia. Ketika dia memasukin grade anak regular, dia menyesuaikan harus ikut dengan materi anak regular. Tapi kalau dia saya tunjuk mislanya ayo caca dengar apa nggak, mesti saya tunjuk caca ngerti apa nggak, dia jawab tidak. Pasti itu. Baru saya kasi soal sendiri, pendekatannya harus personal individu gitu
		12) Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	73) Apakah guru menjelaskan materi dengan menghubungkan pada kehidupan atau kegiatan sehari-hari?	74) Iya saya biasanya saya include kan dengan kehidupan sehari-hari, saya ibaratkan, saya cari contohnya, saya menghubungkan dengan disekitarnya anak-anak jadi anak-anak itu mencari sesuatu pun dia berfikir. Dia akan berfikir oh aku nemu ini. Ini dari apa ya, cara memakainya gimana ya, pabriknya gimana. Anak SD itu tahapnya berfikir kritis jadi

				biarkan dia berfikir
		13) Mengelola pembelajaran kelompok yang kooperatif	75) Apakah guru mengelola pembelajaran yang kooperatif?	76) Iya, makanya tempat duduknya saya atur berkelompok, sehingga anak-anak bisa saling bekerja sama. Tidak terkecuali anak lamban belajar. Istilahnya dia ngikut ketika anak regular saya masukkan ke diskusi. Ikut aja ke diskusi kelompok itu. Dia lihat-lihat oh ternyata aku nggak bisa, dia lihat saja. Meskipun nggak ngerti tapi tetap diikutkan, biar bersosialisasi. Anak maju presentasi ya dia juga ikut maju. Biasanya temannya saya suruh untuk membimbing dia ketika berkelompok
		14) Membina hubungan antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	77) Bagaimana hubungan antara guru dengan siswa dan siswa dengan siswa di kelas ini termasuk siswa slow learner?	78) Interaksinya waktu istirahat tidak terlihat, jadi kalau mislanya temannya mau main ini ikut, mau senam ikut, apapun kegiatan dia ikuti. Cuma dia nggak ngerti saya harus bagaimana, tergantung temannya. Jadi disini anak regular dengan anak ABK itu mereka sayang. Jadi yang menerangkan ya teman-temannya, dituntun sama temannya dia itu. Kalau saya ya saya berusaha untuk bersikap terbuka, toleran apalagi ini siswa SD ya, jadi harus sabar
		o. Penutup 3) Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa regular dan slow learner	79) Apakah diakhir pelajaran guru mengajak siswa untuk membuat rangkuman atau kesimpulan? Apakah siswa slow learner juga dilibatkan?	80) Biasanya iya. Setelah rangkuman, terus mereview lagi saya coba dengan saya tes dengan soal lisan, setelah itu catatan-catatan kecil, terus saya beri PR. Biasanya rangkuman diakhir pelajaran itu ditulis, seperti ini anak-anak sudah menulis tanpa disuruh. Jadi saya beri soal hitunglah volume balok dengan panjang berapa lebar berapa tinggi berapa. Besok satu-satu

		4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya	81) Apakah guru sudah menyampaikan rencana pembelajaran untuk pertemuan berikutnya?	82) Ya diakhir pelajaran saya memberi pesan supaya anak-anak belajar di rumah materi selanjutnya, saya kasi tau. Kan kalau tematik ini sudah urut tiap pembelajaran. Kalau Caca ya tidak saya kasih tau, biasanya GPK
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INSTRUMEN WAWANCARA

Nama Informan : Dewi Martia Ningsih, S.Psi

Fokus Penelitian : 1. Evaluasi Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Evaluasi	Sistem penilaian	Bagaimana penilaian untuk siswa slow learner di ruang sumber?	Mau nggak mau anak kayak gitu harus naik kelas tiap tahun jadi nggak ada istilahnya anak kayak gitu nggak naik kelas. Pasti naik kelas

INSTRUMEN WAWANCARA

Nama Informan : Titi Setiani, SE

Fokus Penelitian : 1. Evaluasi Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Evaluasi	Sistem penilaian	Bagaimana penilaian untuk siswa slow learner di ruang sumber?	Kalau di ruang sumber kan biasanya banyak latihannya, jadi ngga semuanya saya masukkan ke penilaian. Ada yang saya jadikan pegangan saya sendiri. Tapi kalau sudah yang benar-benar dia ulangan atau ujian baru saya nilai. Dan untuk penilaian sikapnya saya serahkan ke guru kelas karena ABK kan Cuma 1 kali 2 minggu di ruang sumber sehingga guru kelas yang lebih mengetahui sikap anaknya

INSTRUMEN WAWANCARA

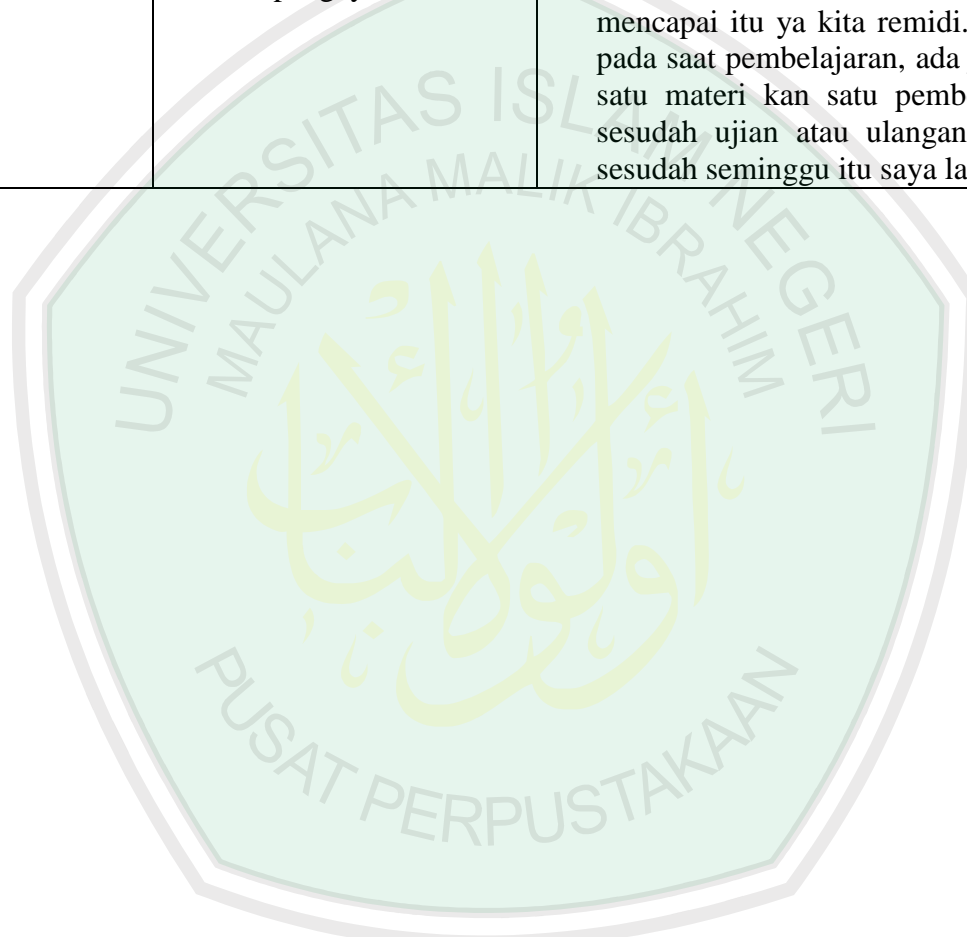
Tempat : Ruang Perpustakaan

Nama Informan : Titi Setiani, SE

Fokus Penelitian : 1. Evaluasi Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Evaluasi	g. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	4) Apakah guru melakukan penilaian selama kegiatan pembelajaran berlangsung? misalnya ditengah pelajaran atau diakhir pelajaran, baik secara lisan, tertulis, maupun melalui pengamatan	12) Ya jelas, ketika pembelajaran dan diakhir pembelajaran saya lakukan penilaian. Biasanya siswa saya minta ngerjakan tugas di buku atau kadang saya catatkan di papan tulis. Nanti kalau sudah selesai dia maju menyetorkan hasil pekerjaannya ke saya, nah dari situ saya ambil penilaian sambil membimbing siswa secara individual dengan mengoreksi pekerjaannya sendiri. Karena saya itu harus tahu sejauh mana dia mengerti dengan yang saya terangkan. Siswa slow learner saya samakan dengan yang regular karena Flora masih bisa mengikuti tapi harus dibimbing sama saya atau sama mamanya
		h. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya	13) Bagaimana penilaian untuk siswa slow learner? Apakah penilaiannya dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya atau dengan membandingkan dengan siswa regular?	14) Kalau selama ini bergabung sama yang kelas regular tapi ada keterangan inklusi. Itu saja. Selama ini KKM nya juga ditentukan sendiri berdasarkan kemampuan anaknya
		i. Mengadakan tindak	15) Apakah guru	16) Kalau pengayaan sama remidi sejauh ini ya dilakukan. Ya

		<p>lanjut dalam bentuk remidi atau pengayaan</p>	<p>mengadakan tindak lanjut berupa remidi atau pengayaan?</p>	<p>memang kita perlu lakukan karena memang belum tentu juga anak-anak itu nilainya sesuai dengan KKM. KKM yang ditentukan itu anak-anak masih banyak yang belum mencapai itu ya kita remidi. Remidi ada yang saya lakukan pada saat pembelajaran, ada juga sesudah ujian. Kebanyakan satu materi kan satu pembelajaran, ya itu kadang-kadang sesudah ujian atau ulangan itu saya ambil seminggu. Ya sesudah seminggu itu saya lakukan remidi dan pengayaan</p>
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INSTRUMEN WAWANCARA

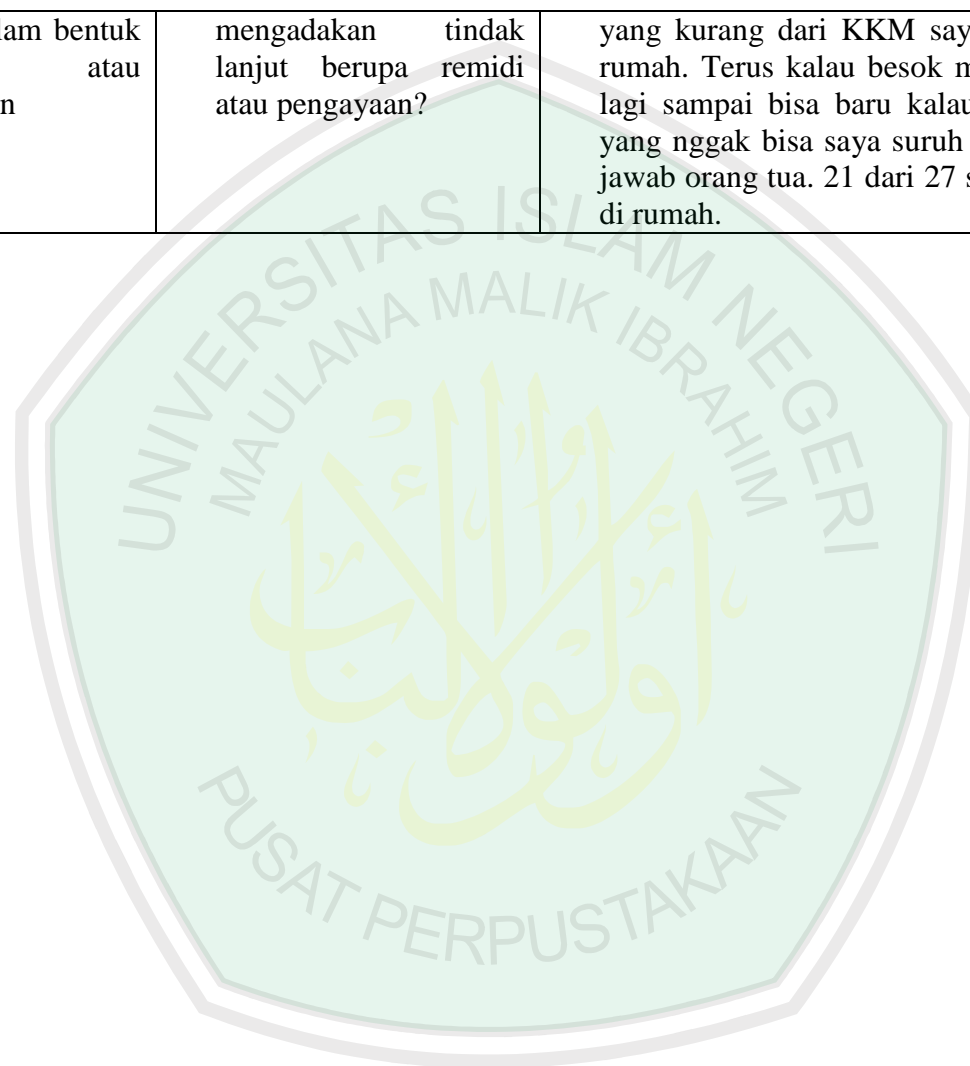
Tempat : Ruang Perpustakaan

Nama Informan : Sumiani, S.Pd

Fokus Penelitian : 1. Evaluasi Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1	Evaluasi	j. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	5) Apakah guru melakukan penilaian selama kegiatan pembelajaran berlangsung? misalnya ditengah pelajaran atau diakhir pelajaran, baik secara lisan, tertulis, maupun melalui pengamatan	17) Iya pasti. Selesai pembelajaran anak-anak saya beri latihan. Kayak tadi setelah saya menyampaikan materi, saya buat soal. Penilaiannya ya sesuai kurikulum 2013. Kalau Caca ya soalnya berbeda ya, karena kemampuannya dibawah temannya
		k. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya	18) Bagaimana penilaian untuk siswa slow learner? Apakah penilaiannya dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya atau dengan membandingkan dengan siswa regular?	19) Penilaiannya ya disesuaikan dengan kemampuan anaknya, tidak dibandingkan dengan anak yang lain
		l. Mengadakan tindak	20) Apakah guru	21) Iya jadi setelah anak mengerjakan soal terus saya nilai anak

		lanjut dalam bentuk remidi atau pengayaan	mengadakan tindak lanjut berupa remidi atau pengayaan?	yang kurang dari KKM saya beri soal untuk dikerjakan di rumah. Terus kalau besok masih belum bisa, saya beri soal lagi sampai bisa baru kalau kira-kira 75% anak-anak bisa yang nggak bisa saya suruh belajar lagi, itu sudah tanggung jawab orang tua. 21 dari 27 siswa. Jadi remidinya dikerjakan di rumah.
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INSTRUMEN WAWANCARA

Hari, tanggal : Selasa, 12 April 2016

Waktu : 12.10 - selesai

Tempat : Ruang Kelas

Nama Informan : Orang tua siswa

Fokus Penelitian : 1. Evaluasi Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

No	Aspek	Indikator	Pertanyaan	Jawaban
1		m. Shadow	6) Apakah semua ABK selalu didampingi oleh shadow?	22) Saya nggak ada biaya mbak untuk membayar shadow, dulu ada anak UM penelitian disini mengajari Flora membaca. Saya bilang ke mbaknya mbak ini bayar ta kalau bayar saya nggak punya uang. Mbaknya bilang oh mboten bu niki tugas dari sekolahan. Kemarin Flora sudah bias membaca pas diajari sama mbaknya tapi sekarang hilang lagi. Saya juga tetap ke sekolah mbak meskipun ada mbak yang dari UM
2		n. Evaluasi	23) Bagaimana bentuk soal untuk siswa slow learner ketika di ruang sumber?	Ya bergambar tadi mbak. Biasanya soalnya ada gambarnya. Jadi Flora bisa menjawab

APPENDIX V



The logo is a light green shield with a white border. It contains the text "UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM" in a circular arrangement at the top and "PUSAT PERPUSTAKAAN" at the bottom. In the center, there is a yellow calligraphic emblem.

PEDOMAN OBSERVASI
KELAS I-A

PEDOMAN OBSERVASI

Tempat : Ruang Kelas I-A

Hari, Tanggal : Selasa, 12 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Titi Setiani, SE

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
1	Pelaksanaan	Tahap Pendahuluan a. Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran	Sebelum memulai pembelajaran, guru menyiapkan siswa dengan kegiatan rutin sebelum pembelajaran yaitu berdo'a dalam hati, 1 siswa secara bergiliran tiap hari memimpin untuk membaca pancasila bersama dan menyanyikan lagu indonesia raya sambil berdiri. Kemudian guru menanyakan kabar siswa, siswa menjawab dengan semangat "Alhamdulillah, luar biasa, tetap semangat" dengan menggunakan gerakan. Guru juga memberi nasihat yang berhubungan dengan pelajaran dihubungkan dengan kehidupan sehari-hari. Guru juga meminta siswa berdiri dan bernyanyi bersama. Siswa slow learner terlihat senang dan antusias tapi malu-malu dalam melakukan kegiatan tersebut			
		b. Melakukan apersepsi	Guru bertanya dan mengulang pelajaran sebelumnya yang berkaitan dengan materi hari ini. Guru meminta siswa menghitung maju 1-50 dan menghitung mundur 50-1 tidak terkecuali siswa lamban belajar. Namun siswa lamban belajar masih kesulitan dalam berhitung, sehingga selalu dibimbing oleh shadow			
		c. Menjelaskan tujuan pembelajaran dan kompetensi dasar yang	guru belum menjelaskan tujuan pembelajaran hari ini			

		akan dicapai			
		d. Menimbulkan motivasi belajar siswa sebelum memulai pembelajaran	Guru memberi motivasi dengan menanyakan kabar dan siswa menjawab dengan semangat. Guru juga mengajak siswa bernyanyi, yaitu menyanyikan lagu Indonesia raya dan malang kota indah.		
		Kegiatan Inti a. Menyajikan materi/ bahan pelajaran	Guru menyajikan materi bilangan meloncat yang sesuai dengan buku sumber termasuk anak lamban belajar materinya sama dengan anak reguler dengan bantuan atau bimbingan shadow. Guru juga berusaha memahami siswa yang belum faham dengan cara siswa menyerahkan hasil pekerjaannya kepada guru dan dikoreksi bersama dan dibimbing antara guru dengan siswa tiap individunya, hal ini dilakukan juga kepada siswa lamban belajar.		
		b. Menggunakan model pembelajaran yang sesuai dengan kondisi siswa	guru cenderung menggunakan model pembelajaran klasikal, dan kadang individual terutama pada siswa slow learner. guru menggunakan model pembelajaran klasikal dan juga individual ketika membimbing siswa mengoreksi hasil pekerjaannya. Setelah siswa diterangkan, siswa diminta mengerjakan soal. Siswa slow learner mengerjakan soal dengan dibantu shadow. Setelah mengerjakan soal, siswa bergantian menghadap guru untuk dikoreksi hasil pekerjaannya secara individu.		
		c. Mengimplementasikan metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	Guru menggunakan metode, sumber, dan media yang sesuai dengan yang tertuang pada RPP dan sesuai dengan kondisi siswa kelas 1 yang membutuhkan banyak bimbingan yaitu dengan menggunakan metode ceramah, drill and practice. Guru juga menggunakan media berupa diri guru dan diri siswa sendiri untuk menghitung bilangan melompat, termasuk juga untuk siswa slow learner juga digunakan metode yang sama namun pembelajarannya lebih personal atau individual. bentuk soal dicatatkan guru dipapan tulis dan dari buku siswa, kemudian siswa menyalin soal dan menjawabnya dibuku tugas termasuk siswa slow learner. Siswa slow learner diberi soal yang sama dengan siswa reguler, namun pengerjaannya dibantu oleh shadow.		

			Guru menjelaskan materi dengan ekspresif dan memperagakan ketika bilangan melompat, guru mempraktekkan melompat dari ubin satu ke ubin tiga, dan seterusnya.			
		d. Mendorong siswa untuk terlibat secara aktif	Guru kelas membimbing siswa secara individual tidak terkecuali siswa slow learner. Siswa diberi soal tentang bilangan melompat kemudian kalau sudah selesai langsung menuju guru kelas untuk dibimbing secara individual mengenai soal yang dikerjakan.			
		e. Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	Guru belum menjelaskan relevansi materi dalam kehidupan sehari-hari.			
		f. Mengelola pembelajaran kelompok yang kooperatif	Guru belum melakukan pembelajaran kelompok, siswa masih mengerjakan atau belajar secara individu dan klasikal.			
		g. Membina hubungan antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	Interaksi guru dan siswa terlihat bagus. Siswa juga tidak takut untuk bertanya kepada guru ketika belum faham dan guru juga sangat hangat dalam memberi jawaban.			
		Kegiatan Penutup a. Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa regular dan slow learner	Guru belum mengajak siswa untuk membuat rangkuman atau kesimpulan.			
		b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	Guru belum menyampaikan rencana pembelajaran untuk pertemuan berikutnya			

PEDOMAN OBSERVASI

Tempat : Ruang Kelas I-A

Hari, Tanggal : Rabu, 27 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Titi Setiani, SE

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
1	Pelaksanaan	Tahap Pendahuluan e. Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran	Sebelum pembelajaran, guru menyiapkan siswa dengan kegiatan rutin sebelum pembelajaran yaitu berdo'a dalam hati, 1 siswa secara bergiliran tiap hari memimpin untuk membaca pancasila bersama dan menyanyikan lagu indonesia raya sambil berdiri. Guru mengajak siswa tepuk ganda dan tepuk tunggal untuk melatih konsentrasi siswa termasuk juga siswa slow learner.			
		f. Melakukan apersepsi	Guru meminta siswa menghitung mundur 50-1 secara urut dimulai dari siswa yang duduk di bangku depan sebelah kanan, tidak terkecuali siswa lamban belajar. Siswa lamban belajar sudah terlihat cukup lancar dalam berhitung, namun tetap dibimbing oleh shadow.			
		g. Menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai	Guru sudah menjelaskan pembelajaran hari ini yaitu hari ini belajar pengurangan. Supaya kita bisa berhitung dan tidak mudah dibohongi orang			
		h. Menimbulkan motivasi belajar siswa sebelum memulai pembelajaran	Guru memberi motivasi dengan mengajak siswa bernyanyi "1, 2, 3, 4, 5, 6, 7, 8. Siapa rajin ke sekolah, cari ilmu sampai dapat. Sungguh senang, amat senang, ayo kita hitung pengurangan			
		Kegiatan Inti a. Menyajikan materi/ bahan	Guru menyajikan materi pengurangan yang sesuai dengan buku sumber namun lebih dikembangkan atau diperbanyak oleh guru,			

		pelajaran	termasuk anak lamban belajar materinya sama dengan anak regular dengan bantuan atau bimbingan shadow. Guru menyajikan materi mulai dari berhitung mundur 50-1 dan 30-1 untuk memudahkan pengurangan. Kemudian, guru menuliskan soal dipapan tulis “83-6=...”, siswa yang bisa langsung angkat tangan dan menjawab. Guru mengoreksi bersama-sama jawaban siswa yang menjawab, dengan cara mengambil 6 anak karena pengurangan oleh angka 6. Kemudian 6 siswa tersebut menghitung mundur mulai angka 83 ke 82. Selanjutnya, guru mendekati siswa slow learner untuk diminta berhitung angka 1-20. Setelah itu, guru menuliskan beberapa soal di papan tulis dan siswa diajak untuk berkompetisi menjawab soal-soal tersebut, kalau ada siswa yang menjawab benar sebanyak 3 kali maka akan mendapat hadiah dari guru berupa kue. Siswa lamban belajar juga dilibatkan namun dia tidak bisa menjawab sehingga dia tidak memperoleh kue dan akhirnya menangis. Kemudian guru membawa kertas bertuliskan angka-angka, siswa slow learner diminta membaca angka-angka tersebut untuk mendapatkan kue. Akhirnya siswa slow learner bisa membaca angka tersebut dan mendapat kue dari guru. Kemudian guru mempraktikkan menghitung pengurangan menggunakan sempoa, dan dilanjutkan materi pengurangan yang dihubungkan dengan kehidupan sehari-hari. Guru memberi contoh “Ibu membeli telur sebanyak 30. Telur Ibu pecah 5. Tinggal berapa telur ibu?” Kemudian siswa dan guru menjawab bersama-sama.			
		b. Menggunakan model pembelajaran yang sesuai dengan kondisi siswa	guru cenderung menggunakan model pembelajaran klasikal, dan kadang individual terutama pada siswa slow learner. guru menggunakan model pembelajaran klasikal ketika menjelaskan. Kemudian guru juga menggunakan model pembelajaran individual ketika berhitung, menjawab pertanyaan. Terutama untuk siswa slow learner, guru selalu membimbing siswa dalam menjawab pertanyaan dan mengoreksi jawaban siswa.			
		c. Mengimplementasikan	Metode pembelajaran yang digunakan yaitu kompetisi. Siswa			

	metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	terlihat antusias dan senang ketika berkompetisi untuk merebutkan reward. Namun siswa slow learner tidak bisa ikut berkompetisi karena kemampuannya yang masih dibawa teman-temannya. Sehingga guru memberi soal individu kepada siswa slow learner supaya tetap bisa mendapatkan hadiah dari guru. Sumber pembelajaran berupa buku tematik. Dan media pembelajarannya guru memakai siswa sendiri dan memakai sempoa. Untuk latihannya, siswa slow learner disamakan dengan siswa regular dengan bimbingan shadow. guru juga sangat ekspresif ketika mencontohkan cara dalam pengurangan yaitu dengan menggunakan diri siswa dan guru, juga ketika guru bercerita soal pengurangan.			
	d. Mendorong siswa untuk terlibat secara aktif	guru kelas meminta siswa untuk berhitung mundur secara urut dari siswa paling depan, siswa slow learner juga dilibatkan dalam berhitung. Ketika guru kelas menunjuk salah satu siswa regular untuk berhitung 50-1, setelah itu guru menunjuk siswa slow learner untuk berhitung 1-20. Namun ketika kegiatan kompetisi materi pengurangan, guru sempat lupa dengan siswa slow learner yang menyebabkan siswa slow learner menangis karena ingin mendapat hadiah. Akhirnya guru menuliskan beberapa angka di kertas untuk dibaca siswa slow learner, kemudian guru memberi hadiah juga kepada siswa slow learner.			
	e. Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	Guru menjelaskan materi pengurangan dengan memberikan contoh soal yang sesuai dengan kehidupan sehari-hari, misalnya "Ibu membeli telur sebanyak 8 buah, tapi telur ibu pecah 3, berapa sisa telur ibu?".			
	f. Mengelola pembelajaran kelompok yang kooperatif	Guru belum melakukan pembelajaran kelompok, siswa masih mengerjakan atau belajar secara individu dan klasikal. guru menerapkan kompetisi dalam pembelajaran dan membuat siswa slow learner menangis karena tidak bisa ikut berkompetisi dan mendapatkan hadiah dari guru.			
	g. Membina hubungan	Interaksi guru dan siswa terlihat bagus. Siswa juga tidak takut untuk			

		antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	bertanya kepada guru ketika belum faham dan guru juga sangat hangat dalam memberi jawaban.			
		Kegiatan Penutup a. Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa regular dan slow learner	Guru belum mengajak siswa untuk membuat rangkuman atau kesimpulan.			
		b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	Guru belum menyampaikan rencana pembelajaran untuk pertemuan berikutnya			

PEDOMAN OBSERVASI

Tempat : Ruang Kelas I-A

Hari, Tanggal : Rabu, 4 Mei 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Titi Setiani, SE

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian			
				K	C	B	
1	Pelaksanaan	Tahap Pendahuluan	Sebelum pembelajaran, guru menyiapkan siswa seperti pada hari-hari biasanya yaitu dengan kegiatan rutin sebelum pembelajaran yaitu berdo'a dalam hati, 1 siswa secara bergiliran tiap hari memimpin untuk membaca pancasila bersama dan menyanyikan lagu indonesia raya sambil berdiri. Kemudian guru memberi nasihat pada siswa untuk menjaga kesehatan.				
		i. Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran					
		j. Melakukan apersepsi					Guru meminta siswa menghitung maju 1-60 dan menghitung mundur 60-1 dengan melibatkan siswa slow learner juga, namun siswa slow learner perlu dibimbing oleh shadow dan didekati oleh guru.
		k. Menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai					Guru menyampaikan tujuan pembelajaran bahwa hari ini belajar materi jam supaya kita bisa membaca jam dan bisa menjawab jika ditanya orang lain tentang jam
		l. Menimbulkan motivasi belajar siswa sebelum memulai pembelajaran					guru memberi motivasi dengan menunjukan media jam buatan guru untuk menarik perhatian siswa dan menunjukkan video lagu tentang jam
		Kegiatan Inti	guru menyampaikan materi tentang jam. Guru menggunakan alat bantu atau media berupa jam buatan guru yang menarik perhatian				
		a. Menyajikan materi/ bahan					

		<p>pelajaran</p>	<p>siswa. Guru memulai dengan berhitung maju 1-60 dan berhitung mundur 60-1. Kemudian guru mengenalkan bahwa jarum panjang yang selalu bergerak menunjukkan detik, jarum panjang yang jarang bergerak menunjukkan menit, dan jarum yang pendek menunjukkan jam. Guru mencontohkan cara membaca jam dengan menggunakan media jam buatan guru, . Guru bertanya pada siswa “jam berapa sekarang yang ditunjukkan oleh jam dinding di dalam kelas?” siswa ada yang menjawab jam 8 lebih 15, ada yang menjawab jam setengah Sembilan kurang seperempat, dan lain sebagainya. Kemudian guru meluruskan jawaban siswa untuk menjawab jam sesuai kaidah. Guru melatih siswa untuk membaca jam tanpa menggunakan kata kurang. Selanjutnya, guru bertanya kepada beberapa siswa secara bergantian jam berapa yang ditunjukkan oleh jam buatan ibu guru. Guru juga bertanya pada siswa slow learner. Guru mendekati siswa slow learner ketika bertanya. Siswa slow learner menjawab dengan bimbingan guru yaitu guru meminta siswa slow learner berhitung angka 1-20 terlebih dahulu, kemudian bertanya tentang kegunaan masing-masing jarum jam, selanjutnya guru menuntun siswa untuk membaca jam yang ditunjukkan oleh guru. Guru juga melakukan hal yang sama kepada siswa autis yang ada di dalam kelas sebagaimana yang diajarkan pada siswa slow learner, namun siswa autis lebih banyak dituntun oleh shadownya. Kemudian, guru menjelaskan cara menulis jam. Guru mencontohkan menulis jam yang ditunjukkan oleh jam buatan ibu guru. Kemudian guru meminta siswa membaca jam yang ditulis ibu guru secara bersama-sama. Guru menunjuk beberapa siswa untuk maju menuliskan jam yang ditunjukkan oleh ibu guru. Siswa slow learner dan autis juga mendapat giliran untuk maju menuliskan jam yang ditunjukkan oleh ibu guru. Siswa slow learner maju tanpa didampingi oleh shadow. Guru yang membimbing siswa dalam menuliskan jam dipapan tulis. Guru membimbing siswa dengan meminta siswa slow learner membaca angka yang ada di jam dan</p>			
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			berhenti pada angka yang ditunjukkan jarum pendek. kemudian siswa slow learner menuliskan angka tersebut dipapan tulis. Kemudian, guru meminta siswa menghitung jumlah titik yang ada pada jam dan berhenti pada titik yang ditunjukkan oleh jarum panjang. Selanjutnya siswa menuliskan di papan tulis. Setelah itu, guru meminta siswa untuk mengerjakan soal yang ada di buku siswa termasuk juga siswa slow learner, soalnya disamakan dengan siswa regular. Namun siswa slow learner mengerjakan dengan bimbingan shadow. Meskipun dibimbing oleh shadow, siswa slow learner sering terlihat tidak konsentrasi dan bosan ketika mengerjakan sehingga tiap dapat beberapa soal, siswa slow learner lari-lari atau mendekati temannya.			
		b. Menggunakan model pembelajaran yang sesuai dengan kondisi siswa	guru juga menggunakan model pembelajaran klasikal ketika menjelaskan. Kemudian guru menggunakan model pembelajaran individual ketika berhitung dan menjawab pertanyaan. Terutama untuk siswa slow learner, guru menggunakan model pembelajaran individual ketika menjawab pertanyaan dengan bimbingan dan tuntunan guru, ketika mengerjakan soal di papan tulis, dan juga berhitung.			
		c. Mengimplementasikan metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	guru menggunakan metode ceramah, demonstrasi. Guru juga menggunakan media jam dinding buatan guru yang menarik perhatian siswa dan juga jam dinding yang ada di kelas. Sumber belajar berupa buku tematik kelas I. Dalam pembelajaran, siswa slow learner disamakan dengan siswa regular, mendapatkan kesempatan dan perlakuan yang sama dengan siswa regular namun guru lebih memperhatikan dan membimbing siswa dalam menjawab pertanyaan, mengerjakan soal, dan berhitung. bentuk soal dicatatkan guru dipapan tulis dan dari buku siswa, kemudian siswa menyalin soal dan menjawabnya dibuku tugas termasuk siswa slow learner. Siswa slow learner diberi soal yang sama dengan siswa regular, namun pengerjaannya dibantu oleh shadow.			

			guru sangat ekspresif ketika membimbing siswa slow learner dalam menuliskan jam di papan tulis.			
		d. Mendorong siswa untuk terlibat secara aktif	guru memberi kesempatan pada siswa slow learner untuk berhitung, menjawab pertanyaan guru tentang membaca jam, dan meminta siswa mengerjakan soal dari guru di papan tulis tentang menulis jam, meskipun harus tetap dibimbing oleh shadow dan guru dalam menjawab dan mengerjakan soal.			
		e. Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	guru menjelaskan materi jam dengan memberikan pertanyaan-pertanyaan yang berkaitan dengan kehidupan sehari-hari, yaitu "Budi, jam berapa kamu pulang sekolah?" guru juga menjelaskan bahwa jika siswa bisa menguasai materi tentang jam, maka jika ditanya orang lain "tolong lihatkan, jam berapa sekarang? Maka kita akan bisa menjawab pertanyaan tersebut.			
		f. Mengelola pembelajaran kelompok yang kooperatif	Guru belum melakukan pembelajaran kelompok, siswa masih mengerjakan atau belajar secara individu dan klasikal.			
		g. Membina hubungan antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	Interaksi guru dan siswa terlihat bagus. Siswa juga tidak takut untuk bertanya kepada guru ketika belum faham dan guru juga sangat hangat dalam memberi jawaban. Guru meminta siswa slow learner untuk mengerjakan soal di papan tulis dan siswa slow learner bersedia maju tanpa malu-malu dengan dibimbing oleh guru. Ketika mengerjakan soal dibuku tugas pun siswa regular dan siswa slow learner terlihat saling bertanya jawab.			
		Kegiatan Penutup a. Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa regular dan slow learner	Guru belum mengajak siswa untuk membuat rangkuman atau kesimpulan.			
		b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	Guru belum menyampaikan rencana pembelajaran untuk pertemuan berikutnya			

PEDOMAN OBSERVASI

Tempat : Ruang Kelas I-A

Hari, Tanggal : Selasa, 12 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Evaluasi Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Titi Setiani, SE

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
3	Evaluasi	m. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	Guru melakukan penilaian di tengah dan diakhir pembelajaran. Di tengah pembelajaran, guru meminta siswa mengerjakan tugas di buku siswa. Di akhir pembelajaran, guru mencatatkan soal di papan tulis.			
		n. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya				
		o. Mengadakan tindak lanjut dalam bentuk remidi atau pengayaan				

PEDOMAN OBSERVASI

Tempat : Ruang Kelas I-A

Hari, Tanggal : Rabu, 27 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Evaluasi Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Titi Setiani, SE

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
3	Evaluasi	p. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	guru melakukan penilaian di tengah dan diakhir pembelajaran. Ditengah pembelajaran, guru menuliskan beberapa soal di papan tulis tentang pengurangan dan beberapa siswa mengerjakan soal tersebut di papan tulis namun siswa slow learner tidak ikut maju mengerjakan soal di papan tulis karena kemampuannya yang lambat. Diakhir pembelajaran, guru meminta siswa mengerjakan soal yang dituliskan oleh guru termasuk juga siswa lamban belajar.			
		q. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya				
		r. Mengadakan tindak lanjut dalam bentuk remidi atau pengayaan				

PEDOMAN OBSERVASI

Tempat : Ruang Kelas I-A

Hari, Tanggal : Rabu, 4 Mei 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Evaluasi Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Titi Setiani, SE

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
3	Evaluasi	s. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	guru melakukan penilaian di tengah dan diakhir pembelajaran juga. Di tengah pembelajaran, guru melakukan penilaian dengan melakukan Tanya jawab kepada siswa tentang membaca jam, termasuk siswa slow learner. Kemudian guru meminta semua siswa termasuk siswa slow learner untuk mengerjakan soal yang ada di buku siswa. Selanjutnya guru meminta beberapa siswa untuk mengerjakan soal di papan tulis tentang menulis jam termasuk siswa slow learner. Diakhir pelajaran, guru menuliskan beberapa soal di papan tulis untuk dikerjakan di buku tulis oleh semua siswa termasuk siswa slow learner. Semua soal sama antara siswa regular dengan lamban belajar. Namun anak lamban belajar mengerjakan soal dengan bimbingan shadow.			
		t. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi				

		yang telah dicapai dengan prestasi sebelumnya			
		u. Mengadakan tindak lanjut dalam bentuk remidi atau pengayaan			



The logo is a light green shield with a white border. It contains the text "UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM" in a circular arrangement at the top and "PUSAT PERPUSTAKAAN" at the bottom. In the center, there is a yellow calligraphic emblem.

PEDOMAN OBSERVASI
KELAS V-B

PEDOMAN OBSERVASI

Tempat : Ruang Kelas V-B

Hari, Tanggal : Jum'at, 15 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner kelas V-B di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Sumiani, S.Pd

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
1	Pelaksanaan	Tahap Pendahuluan v. Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran	Guru tidak memulai pembelajaran sebelum siswa bisa terkondisikan. Guru mengkondisikan siswa dengan cerita nasihat dan siswa sudah bisa dikondisikan untuk mengikuti pembelajaran.			
		w. Melakukan apersepsi	Guru melakukan apersepsi dengan bertanya tentang pelajaran sebelumnya dengan menunjukkan bangun ruang balok dan bangun datar persegi panjang dan bertanya jawab tentang sisi, rusuk, panjang, dan lebar.			
		x. Menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai	guru menyampaikan tujuan pembelajaran materi bangun ruang kubus dan balok serta volumenya supaya kita bisa membedakan benda disekitar yang termasuk bangun ruang kubus dan balok.			
		y. Menimbulkan motivasi belajar siswa sebelum memulai pembelajaran	Guru belum menimbulkan motivasi belajar siswa pada kegiatan pendahuluan, namun siswa terlihat sudah bersemangat dan antusias mengikuti pembelajaran. Guru memotivasi siswa dengan bermain tebak-tebakan dan pemberian reward ditengah kegiatan pembelajaran, siswa slow learner tetap dilibatkan dalam kegiatan pembelajaran namun dia belum mampu untuk menyesuaikan kemampuan teman-temannya dan guru tidak memberikan			

			pertanyaan atau tebakkan khusus untuk siswa slow learner.			
		Kegiatan Inti h. Menyajikan materi/ bahan pelajaran	Guru menyampaikan materi setelah kegiatan pendahuluan, sesuai dengan sumber belajar yaitu buku tematik guru dan siswa. Guru antusias dalam menyampaikan materi mulai dari pendahuluan hingga penutup. Guru mengisi kegiatan pembelajaran dengan bermain tebak-tebakan, pemberian reward, bercerita tentang materi, dan lain sebagainya juga dengan dibantu oleh media bangun ruang kubus yang berbentuk kepala danbo, bangun ruang balok, dan bangun datar persegi panjang. Ketika ada siswa yang belum faham, guru menerangkan lagi dengan memancing melalui pertanyaan. Siswa slow learner terlihat pasif dan guru tidak mendekati siswa slow learner ketika bermain tebak-tebakan. Guru membimbing siswa slow learner ketika siswa yang lain sedang mengerjakan tugas. Guru memberi soal yang berbeda kepada siswa slow learner dan dibimbing oleh guru dalam mengerjakan.			
		i. Menggunakan model pembelajaran yang sesuai dengan kondisi siswa	Guru kelas V-B cenderung mengajar secara klasikal. Guru juga mengajar secara individual namun hanya kepada siswa slow learner.			
		j. Mengimplementasikan metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	Guru mengimplementasikan metode, sumber, dan media pembelajaran sesuai yang tercantum pada RPP dan sudah sesuai dengan kemampuan siswa yaitu dengan menggunakan metode ceramah, demonstrasi, media bangun datar persegi dan persegi panjang, bangun ruang kubus dan balok, serta sumber belajar buku tematik. Namun siswa slow learner belum memahami apa yang disampaikan guru karena kemampuan siswa slow learner kelas V-B ini dibawah teman-temannya yang regular sehingga GPK harus mengajari siswa slow learner secara individual di ruang sumber. Guru membuat soal yang sesuai dengan kemampuan siswa dan muatannya sesuai dengan pelajaran yang sedang berlangsung. Kemudian, guru membimbing siswa slow learner dalam mengerjakan soal. Ketika kegiatan pembelajaran, guru mengajar dengan sangat			

			ekspresif yaitu ketika bermain tebak-tebakan yang ada di dalam balok dan ketika bercerita tentang aku adalah kubus.			
		k. Mendorong siswa untuk terlibat secara aktif	Ketika kegiatan pembelajaran, peneliti mengamati guru kelas mengisi kegiatan pendahuluan dengan melakukan apersepsi yaitu guru mengulang materi sebelumnya dan membawa bangun ruang balok, kubus, dan bangun datar persegi panjang untuk menarik perhatian siswa dan menggali pengetahuan awal siswa. Pada kegiatan inti, guru sesekali memberikan pertanyaan yang ketika siswa tidak termotivasi untuk menjawab, guru memberikan reward berupa uang seribu untuk memotivasi siswa menjawab pertanyaan. Akhirnya siswa banyak yang angkat tangan namun jawaban mereka masih kurang tepat. Selain dengan memberikan reward berupa uang seribu, guru juga memberikan reward berupa poin nilai jika bisa maju ke depan untuk mengerjakan 2 soal tentang volume kubus dan balok. Akhirnya, ada 2 siswa yang berhasil mendapatkan reward tersebut. Pemberian reward tersebut berlaku juga untuk siswa slow learner namun siswa slow learner hanya diam pasif. Dalam pengamatan peneliti, guru membiarkan siswa slow learner pasif ketika kegiatan pembelajaran karena ketika guru bertanya pun siswa slow learner menjawab tidak mengerti sehingga guru mengajar seperti biasa. Namun ketika pemberian soal untuk semua siswa, guru membuat soal sendiri untuk siswa slow learner sesuai kemampuan dia dan membimbing secara individual.			
		l. Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	Guru menjelaskan materi kubus dan balok. Meskipun guru membawa media bangun ruang kubus dan balok, guru tetap memanfaatkan lingkungan dan angan-angan siswa yang berkaitan dengan kehidupan sehari-hari, yaitu menemukan bangun kubus diruang kelas dan membayangkan benda yang ada di rumah yang berbentuk balok.			
		m. Mengelola pembelajaran kelompok yang kooperatif	Guru belum melaksanakan pembelajaran yang kooperatif, cara mengajar guru cenderung klasikal, dan individual untuk anak slow learner. Tidak hanya guru yang membimbing siswa slow learner,			

			tapi temannya pun juga ikut membimbing siswa slow learner.			
		n. Membina hubungan antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	Hubungan guru dan siswa terlihat akrab ketika kegiatan pembelajaran maupun diluar pembelajaran. Guru juga bersikap toleran pada siswa ditunjukkan ketika Caca (siswa slow learner) tidak masuk sekolah karena sakit pada waktu tryout kelas VI selama 4 hari. Pada hari pertama tryout, siswa tidak masuk dan tidak ada izin. Pembelajaran pindah di aula karena ruang kelas dipakai anak kelas VI untuk tryout. Pada hari sebelumnya, guru sudah memberitahu siswa jika pertemuan besok ruang kelas pindah di aula, namun siswa slow learner terkadang tidak faham dengan informasi tersebut. Pada hari pertama tryout, siswa slow learner tidak masuk dan belum ada izin, guru takut jika dia kebingungan mencari ruang kelas, akhirnya guru keliling sekolah mencari Caca. Ternyata orang tuanya Caca baru SMS kalau Caca tidak masuk karena sakit. Pada pertemuan kali ini (setelah tryout berakhir), Caca masuk sekolah dan setelah kegiatan pembelajaran selesai, Caca memberitahu Bu guru bahwa dia tidak masuk sekolah selama satu minggu. Bu Sum menuntun Caca untuk menghitung jumlah hari yang Caca tidak masuk sekolah. Ternyata setelah dibimbing menghitung, Caca tidak masuk sekolah selama 4 hari. Guru memberi toleransi pada siswanya dan tetap bersikap halus ketika membimbing siswa.			
		Kegiatan Penutup c. Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa regular dan slow learner	Siswa membuat rangkuman di buku tulis tentang bangun ruang kubus dan balok di akhir pelajaran.			
		d. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	Guru sudah menyampaikan rencana pembelajaran pada pertemuan berikutnya yaitu pembelajaran selanjutnya pada buku siswa.			

PEDOMAN OBSERVASI

Tempat : Ruang Kelas V-B

Hari, Tanggal : Selasa, 26 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner kelas V-B di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Sumiani, S.Pd

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
1	Pelaksanaan	Tahap Pendahuluan z. Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran	setelah jam istirahat. Sebelum pembelajaran, siswa baris rapi di depan kelas dengan salah satu siswa memimpin siswa yang lain untuk siap dan berdo'a. Siswa bersalaman dan masuk kelas satu per satu dengan kondisi yang siap belajar. Namun ternyata siswa masih ramai dan banyak yang berbincang-bincang, guru mengkondisikan siswa dengan mengetukkan penghapus ke meja, siswa langsung secara otomatis melakukan tepuk diam. Setelah itu, siswa langsung bisa terkondisikan.			
		aa. Melakukan apersepsi	guru melakukan apersepsi dengan bertanya tentang pelajaran sebelumnya dan sudah belajar apa saja.			
		bb. Menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai	Guru menyampaikan tujuan pembelajaran materi menghitung volume bangun ruang kubus dan balok yaitu supaya bisa menghitung volume air di bak mandi, dan lain sebagainya.			
		cc. Menimbulkan motivasi belajar siswa sebelum memulai pembelajaran	guru memberi motivasi dengan bercerita tentang siswa yang semangat sekolah. Guru juga mendekati siswa slow learner dalam bercerita supaya siswa slow learner konsentrasi terhadap cerita guru.			
		Kegiatan Inti	guru menyampaikan materi menghitung bangun ruang kubus.			

		h. Menyajikan materi/ bahan pelajaran	Seperti biasa, guru menjelaskan materi secara klasikal dan siswa slow learner terlihat pasif. Kemudian pada saat mengerjakan soal, siswa slow learner diberi soal sendiri oleh guru dan dibantu mengerjakan oleh teman-temannya.			
		i. Menggunakan model pembelajaran yang sesuai dengan kondisi siswa	Guru juga menggunakan model pembelajaran klasikal dan individual untuk siswa slow learner. Ketika siswa slow learner tidak bisa mengikuti pembelajaran seperti teman-temannya, guru membuat soal dan membimbing dia dalam mengerjakan soal.			
		j. Mengimplementasikan metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	guru menggunakan metode ceramah, drill and practice. Guru menggunakan media bangun ruang kubus dan menggunakan sumber belajar berupa buku tematik. Dan seperti biasa, siswa slow learner tidak mengerti apa yang dijelaskan oleh guru sehingga guru memberi soal kepada siswa slow learner sesuai dengan kemampuannya dan guru membimbing siswa slow learner dalam mengerjakan soal. Guru membuat soal yang sesuai dengan kemampuan siswa dan muatannya sesuai dengan pelajaran yang sedang berlangsung. Kemudian, guru membimbing siswa slow learner dalam mengerjakan soal. guru mengajar siswa sangat ekspresif dalam menyampaikan materi atau menjelaskan suatu konsep atau istilah.			
		k. Mendorong siswa untuk terlibat secara aktif	Siswa slow learner tidak memahami apa yang diajarkan oleh guru secara klasikal, sehingga guru membuat soal sendiri sesuai kemampuannya dan guru membimbing secara individu.			
		l. Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	guru menyampaikan bahwa menghitung volume sama dengan menghitung isi, yaitu misalnya kita ingin tahu besar air yang ada di botol air minum kita. Nah kalau volume kubus, berarti kita mengukur isi dari benda yang berbentuk kubus.			
		m. Mengelola pembelajaran kelompok yang kooperatif	Guru belum melaksanakan pembelajaran yang kooperatif, cara mengajar guru cenderung klasikal, dan individual untuk anak slow learner. Tidak hanya guru yang membimbing siswa slow learner, tapi temannya pun juga ikut membimbing siswa slow learner.			

		n. Membina hubungan antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	Siswa slow learner dibuatkannya soal sendiri oleh guru kelas V-B, kemudian siswa reguler dengan sangat sabar membimbing siswa slow learner mengerjakan soal.			
		Kegiatan Penutup c. Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa reguler dan slow learner	guru mengajak siswa untuk membuat rangkuman tentang volume kubus dan guru mereview kembali pelajaran dengan membuat 2 soal di papan tulis tentang volume kubus, siswa diminta menemukan jawaban dari soal tersebut dan maju untuk mengerjakan soal tersebut di papan tulis.			
		d. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	guru belum menyampaikan rencana pembelajaran selanjutnya.			

PEDOMAN OBSERVASI

Tempat : Ruang Kelas V-B

Hari, Tanggal : Selasa, 3 Mei 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner kelas V-B di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Sumiani, S.Pd

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
1	Pelaksanaan	dd. Menyiapkan siswa secara psikis dan fisik sebelum proses pembelajaran	Guru menyiapkan siswa dengan memberikan nasihat.			
		ee. Melakukan apersepsi	Guru melakukan apersepsi dengan bertanya tentang pelajaran sebelumnya dan mengulang sekilas tentang penjelasan sebelumnya.			
		ff. Menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai	guru meminta siswa membuat tujuan pembelajaran materi volume bangun ruang kubus dan balok seperti pada pertemuan sebelumnya. Siswa banyak yang menjawab pertanyaan guru, ada siswa yang menjawab supaya dapat menghitung isi ruangan, ada yang menjawab untuk menghitung air di bak mandi seperti yang disampaikan oleh guru pada pertemuan sebelumnya.			
		gg. Menimbulkan motivasi belajar siswa sebelum memulai pembelajaran	guru memberi motivasi dengan bercerita yang berisi nasihat untuk tidak suka mencuri karena pada waktu itu ada kejadian kehilangan uang di kantin sekolah.			
		h. Menyajikan materi/ bahan	guru menjelaskan materi menghitung volume balok secara klasikal seperti pada pertemuan-pertemuan biasanya.			

		pelajaran			
		i. Menggunakan model pembelajaran yang sesuai dengan kondisi siswa	guru juga menggunakan model pembelajaran klasikal dan individual untuk siswa slow learner. Ketika siswa slow learner tidak bisa mengikuti pembelajaran seperti teman-temannya, guru membuat soal dan membimbing dia dalam mengerjakan soal dengan dibantu siswa regular yang juga ikut membimbing siswa slow learner.		
		j. Mengimplementasikan metode, sumber/ media belajar, dan bahan latihan yang sesuai dengan kemampuan awal dan karakteristik siswa, serta sesuai dengan kompetensi pembelajaran	guru menggunakan metode ceramah, drill and practice. Guru menggunakan media bangun ruang balok dan menggunakan sumber belajar berupa buku tematik. Seperti biasa, siswa slow learner tidak memahami apa yang dijelaskan guru karena materi yang diberikan guru tidak sesuai dengan kemampuan dia. Sehingga guru membuat soal untuk siswa slow learner sesuai dengan kemampuannya dan siswa regular yang lain membimbing siswa slow learner dalam mengerjakan soal. guru juga membuat soal yang sesuai dengan kemampuan siswa dan siswa slow learner mengerjakan soal tersebut dengan bimbingan teman-temannya. guru mengajar siswa sangat ekspresif dalam menyampaikan materi atau menjelaskan suatu konsep atau istilah.		
		k. Mendorong siswa untuk terlibat secara aktif	Siswa slow learner tidak memahami apa yang diajarkan oleh guru secara klasikal, sehingga guru membuat soal sendiri sesuai kemampuannya dan guru membimbing secara individu.		
		l. Mendemonstrasikan penguasaan materi pelajaran dan relevansinya dalam kehidupan	guru menyampaikan bahwa menghitung volume balok sama dengan menghitung volume bak mandi. Selain itu, guru juga menyampaikan bahwa balok yang dibawa oleh guru itu didalamnya ada isinya, isinya yaitu angin. Nah isi atau angin yang ada di dalam balok tersebut itu termasuk volume balok.		
		m. Mengelola pembelajaran kelompok yang kooperatif	Guru belum melaksanakan pembelajaran yang kooperatif, cara mengajar guru cenderung klasikal, dan individual untuk anak slow learner. Tidak hanya guru yang membimbing siswa slow learner, tapi temannya pun juga ikut membimbing siswa slow learner.		
		n. Membina hubungan	Siswa slow learner dibuatkan soal sendiri oleh guru kelas V-B,		

		antarpribadi, bersikap terbuka, toleran, dan simpati terhadap siswa, menampilkan kegairahan dan kesungguhan, dan mengelola interaksi antarpribadi	kemudian siswa regular dengan sangat sabar membimbing siswa slow learner mengerjakan soal.			
		Kegiatan Penutup c. Guru bersama siswa membuat rangkuman atau kesimpulan pelajaran yang melibatkan siswa regular dan slow learner	siswa membuat rangkuman volume balok. Siswa slow learner juga dilibatkan dalam membuat rangkuman. Namun untuk mengerjakan soal di papan tulis, siswa slow learner tidak dilibatkan.			
		d. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	guru belum menyampaikan rencana pembelajaran selanjutnya.			

PEDOMAN OBSERVASI

Tempat : Ruang Kelas V-B

Hari, Tanggal : Jum'at, 15 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Evaluasi Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Sumiani, S.Pd

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
3	Evaluasi	hh. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	guru melakukan penilaian dengan memberikan beberapa pertanyaan secara lisan untuk dijawab oleh siswa yang bisa menjawab. Diakhir pembelajaran, guru menuliskan beberapa soal di papan tulis untuk dikerjakan siswa secara individu di buku tugas.			
		ii. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya				
		jj. Mengadakan tindak lanjut dalam bentuk remidi atau pengayaan				

PEDOMAN OBSERVASI

Tempat : Ruang Kelas V-B

Hari, Tanggal : Selasa, 26 April 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Evaluasi Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Sumiani, S.Pd

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
3	Evaluasi	kk. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	guru melakukan penilaian ditengah kegiatan pembelajaran dengan memberikan 2 soal dipapan tulis untuk dikerjakan siswa yang mau maju untuk mengerjakan dan akan mendapat nilai tambahan dari guru. Selain itu, guru juga memberi soal diakhir pelajaran untuk dikerjakan secara individu.			
		ll. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya				
		mm. Mengadakan tindak lanjut dalam bentuk remidi atau pengayaan				

PEDOMAN OBSERVASI

Tempat : Ruang Kelas V-B


Hari, Tanggal : Selasa, 3 Mei 2016

Waktu : 07.00 – 12.00 WIB

Fokus : Evaluasi Pembelajaran Matematika pada Siswa Slow Learner kelas I-A di Sekolah Inklusi SDN Ketawanggede Malang

Guru Kelas : Sumiani, S.Pd

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
3	Evaluasi	nn. Melakukan penilaian selama kegiatan pembelajaran berlangsung dan setelah kegiatan pembelajaran selesai, baik secara lisan, tertulis, maupun melalui pengamatan	guru melakukan penilaian dengan memberikan tebak-tebakan. Diakhir pelajaran, guru menuliskan soal dipapan tulis untuk dikerjakan oleh siswa secara individu. Untuk siswa slow learner, guru membuat soal sendiri sesuai kemampuan dia. Siswa slow learner tidak dilibatkan dalam penilaian ditengah pembelajaran karena kemampuannya yang masih dibawah teman-temannya.			
		oo. Bagi peserta didik yang memiliki kemampuan di bawah rata-rata, penilaian dilakukan dengan membandingkan prestasi yang telah dicapai dengan prestasi sebelumnya				
		pp. Mengadakan tindak lanjut dalam bentuk remedi atau pengayaan				



PEDOMAN OBSERVASI RUANG SUMBER

PEDOMAN OBSERVASI

Tempat : Ruang Sumber

Hari, tanggal : Kamis, 14 April 2016

Waktu : 09.00 – 10.30 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

GPK : Anisa

Nama Siswa : Floura

Kelas : I-A

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
2	Pelaksanaan	a. Menyiapkan Siswa secara Psikis dan Fisik	Sebelum memulai pembelajaran, GPK menanyakan pelajaran di kelas tadi, kemudian langsung memulai materi.			
		b. Menimbulkan Motivasi	GPK menimbulkan motivasi dengan bercerita tentang seorang anak yang suka membantu ibunya.			
		c. Mendorong Siswa untuk Aktif	Siswa terlihat bosan ditengah pembelajaran matematika, kemudian guru mengambilkan permainan bongkar pasang untuk dimainkan siswa. Kemudian, guru mengajak siswa untuk belajar lagi dan siswa mengikuti perintah guru. GPK memberi soal kepada siswa slow learner berulang-ulang dengan meminta siswa slow learner mengerjakan di papan tulis, kemudian siswa mengerjakan dibuku, selanjutnya siswa mengerjakan dengan bantuan media papan penjumlahan.			
		d. Menimbulkan Rasa Percaya Diri	GPK meminta siswa bercerita kegiatannya mulai pagi tadi, dipancing dengan beberapa kalimat pertanyaan.			
		e. Menggunakan Sumber dan Media Pembelajaran	GPK mengajarkan penjumlahan dengan bantuan papan penjumlahan sehingga menimbulkan motivasi siswa slow learner			

			dalam memasang soal dan jawabannya. Namun GPK tidak membawa buku sumber yang sudah tercantum pada RPI yang dibuat			
--	--	--	---	--	--	--



PEDOMAN OBSERVASI

Tempat : Ruang Sumber

Hari, tanggal : Jum'at, 8 April 2016

Waktu : 07.30 – 09.30 WIB

Fokus : Pelaksanaan Pembelajaran Matematika pada Siswa Slow Learner di Sekolah Inklusi SDN Ketawanggede Malang

GPK : Anisa

Nama Siswa : Caca

Kelas : V-B

No	Fokus Penelitian	Indikator	Deskripsi	Penilaian		
				K	C	B
2	Pelaksanaan	f. Menyiapkan Siswa secara Psikis dan Fisik	Sebelum memulai pembelajaran, GPK menanyakan kabar dahulu, sudah makan apa belum. Setelah itu GPK mengambil papan bergambar baju yang memiliki lubang-lubang disampingnya untuk dimasukkan tali seperti menali sepatu. GPK meminta siswa menalikan papan tersebut sampai selesai, kemudian mengajak siswa bermain bongkar pasang kuda.			
		g. Menimbulkan Motivasi	GPK menimbulkan motivasi siswa dengan bercerita tentang kesuksesan anak yang mau bekerja keras. Siswa terlihat antusias dalam mendengarkan cerita guru.			
		h. Mendorong Siswa untuk Aktif	GPK meminta siswa mengerjakan soal secara berulang-ulang dengan bentuk soal yang berbeda-beda namun dengan cara yang sama yaitu mengerjakan di buku.			
		i. Menimbulkan Rasa Percaya Diri	GPK melatih rasa percaya diri siswa dengan meminta siswa menjawab pertanyaan di papan tulis.			

		j. Menggunakan Sumber dan Media Pembelajaran	GPK menggunakan media jari tangan siswa sendiri untuk mempermudah siswa menghitung penjumlahan dan pengurangan. GPK tidak membawa buku sumber yang sudah tercantum pada RPI yang dibuat.			
--	--	--	--	--	--	--





APPENDIX VI

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SDN Ketawanggede Malang

Mata Pelajaran : Bahasa Indonesia

Kelas/semester : I/Semester I

Alokasi waktu : 4 X 26 JP

Pertemuan ke : 1

Tema : Kegemaranku

A. Kompetensi Inti :

Bahasa Indonesia

- a. Mendengarkan cerita dan puisi tentang perilaku terpuji (perhatian pada sesama makhluk hidup dan lingkungannya)
- b. Menyapa dan menyampaikan ucapan selamat, terimakasih atau permohonan maaf sesuai dengan konteksnya.

PKn

- a. Menunjukkan perilaku baik (jujur, disiplin, tanggungjawab dan percaya diri) dalam berinteraksi dengan keluarga, teman, guru, dan semua orang.
- b. Menjelaskan manfaat berteman dengan semua orang
- c. Menyajikan gambar bentuk fisik laki-laki dan perempuan
- d. Menjelaskan gambar bagian-bagian tubuh pada lambang Garuda Pancasila

B. Kompetensi Dasar :

Bahasa Indonesia

1. Memahami pengetahuan dengan cara mengamati, mendengar, melihat, membaca dan bertanya
2. Menyajikan tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

PKn

3. Memiliki perilaku jujur, disiplin, tanggungjawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, dan guru
4. Menunjukkan dan memberi contoh perilaku yang baik terhadap semua orang
5. Membedakan gambar laki-laki dan perempuan

C. Indikator :

Bahasa Indonesia

1. Mengenali perilaku terpuji dari cerita yang dibacakan
2. Mengenali perilaku terpuji dari puisi yang dibacakan
3. Mengucapkan sapaan yang sesuai
4. Mengucapkan terimakasih secara tepat
5. Mengucapkan maaf secara tepat

PKn

1. Bersikap baik (jujur, disiplin, tanggungjawab, dan percaya diri) dalam berinteraksi dengan keluarga, teman, guru, dan semua orang
2. Menyebutkan dan memberi contoh perbuatan baik yang harus dilakukan kepada semua orang
3. Menyajikan gambar bentuk fisik laki-laki dan perempuan

D. Nilai Karakter yang Diharapkan

Percaya diri, tanggungjawab, disiplin, jujur, dan komunikatifl.

I. Tujuan Pembelajaran

Setelah pelajaran selesai, melalui membaca dan mendengarkan diharapkan siswa dapat :

1. Mempraktikkan perilaku terpuji tersebut kepada semua orang
2. Menyapa dan menyampaikan ucapan selamat, terimakasih, atau permohonan maaf sesuai dengan konteksnya
3. Bersikap baik dalam berinteraksi dengan siapapun
4. Membedakan mana yang laki-laki dan perempuan

II. Materi Pembelajaran

1. Pengertian perilaku terpuji dan contohnya

2. Bagaimana menyampaikan ucapan selamat, terimakasih, atau permohonan maaf
3. Bagaimana dan mengapa kita harus bersikap baik kepada siapapun
4. Ciri-ciri yang membedakan antara laki-laki dan perempuan

III. Model Dan Metode Dalam Pembelajaran

- a. Pendekatan : *Scientific*
- b. Strategi : *Cooperative Learning*
- c. Teknik : *Example Non Example*
- d. Metode : Penugasan, Tanya Jawab, Diskusi dan Ceramah

IV. Skenario pembelajaran

Uraian Kegiatan	Nilai Karakter	Waktu
<p>a. Pendahuluan</p> <ol style="list-style-type: none"> a. Mengaktifkan siswa dengan cara berdoa, membaca do'a sebelum belajar, membaca asmaul husna dan alfatihah. b. Menyampaikan pentingnya pokok/tema bahasan hari ini c. Melakukan apersepsi d. Tanya jawab pelajaran minggu lalu. e. Guru menyampaikan tujuan pembelajaran hari ini. f. Guru memotivasi siswa dan mengajak siswa untuk berpartisipasi aktif. g. Dst. 	<p>Religius</p> <p>Rasa ingin tau</p>	<p>15 Menit</p>
<p>b. Kegiatan Inti</p> <p>1. Ekplorasi:</p> <ol style="list-style-type: none"> a. Guru menggali kemampuan siswa dengan cara memberikan pertanyaan tentang pengertian cerita b. Guru memberikan penjelasan singkat tentang cara belajar yang akan ditempuh. c. Siswa melaksanakan petunjuk yang sudah dijelaskan oleh guru. d. Dst... <p>2. Elaborasi:</p> <ol style="list-style-type: none"> a. Guru memulai dengan mengajukan suatu ide atau gagasan materi tentang pengertian cerita 	<p>Rasa ingin tau</p> <p>Tanggungjawa</p> <p>Disiplin</p> <p>Tanggungjawab</p>	<p>60 Menit</p>

<p>b. Guru menuliskan beberapa kategori di papan tulis.</p> <p>c. Guru meminta setiap siswa menuangkan pendapatnya dengan cara menuliskan beberapa kata atau kalimat penting di papan tulis sesuai dengan kategori yang ada, benar atau salah ditulis saja.</p> <p>d. Setelah ditemukan jawaban dari semua siswa, kemudian siswa diminta untuk menentukan atau mengkategorisasikan manakah dari gagasan-gagasan ini yang disetujui atau tidak disetujui dan mengapa?</p> <p>e. Guru sudah memiliki kata kunci jawaban.</p> <p>3. Konfirmasi:</p> <p>a. Guru meluruskan/ menjelaskan hasil kerja siswa.</p> <p>b. Guru menanyakan hal-penting dari hasil kegiatan belajar siswa tentang materi yang dipelajari.</p> <p>c. Guru memberikan komentar terhadap suasana belajar yang dilakukan siswa terutama memberikan catatan khusus bagi yang kurang berpartisipasi.</p> <p>e. Dst.</p>	<p>Percaya diri Kejujuran</p> <p>Rasa ingin tau</p>	
<p>c. Kegiatan Penutup.</p> <p>1. Guru memberikan pertanyaan secara lisan</p> <p>2. Guru memberikan orientasi pelajaran berikutnya</p> <p>4. Guru memberikan motivasi agar terus meningkatkan semangat belajar</p> <p>5. Berdo'a penutup</p> <p>6. Dst.</p>	<p>Kejujuran Tanggungjawab</p>	<p>15 Menit</p>

V. Sumber & Media/Alat pembelajaran :

- a. Teks cerita dan puisi tentang kegemaran
- b. Media gambar perilaku baik
- c. Gambar untuk mewarnai
- d. Gambar tentang perilaku disiplin

Mengetahui,
Kepala Sekolah

Malang, 15 Agustus 2014
Guru Pembimbing Khusus

(Bambang Suryadi, S.Pd)

(Dewi Martia Ningsih, S.Psi)

NIP. 19690721 199703 1 006



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SDN Ketawanggede Malang
Mata Pelajaran : Bahasa Indonesia
Kelas/semester : V/Semester I
Alokasi waktu : 1 X 35 menit
Pertemuan ke : 1
Tema : Pengalamanku

A. Kompetensi Inti :

Bahasa Indonesia

- a. Berbicara
 1. Menceritakan pengalaman
- b. Menulis
 1. Memahami kalimat sederhana

IPA

- a. Makhluk hidup dan proses kehidupannya
 1. Memahami ciri-ciri kebutuhan makhluk hidup
 2. Memahami pertumbuhan makhluk hidup dan hal-hal yang mempengaruhinya

MATEMATIKA

- a. Mata uang
 1. Mengenalkan mata uang

B. Kompetensi Dasar :

Bahasa Indonesia

1. Menceritakan pengalaman yang mengesankan dengan bahasa yang sederhana
2. Melengkapi cerita teman
3. Melengkapi kalimat dengan kata-kata yang tepat
4. Menyusun kata-kata dalam kalimat

IPA

1. Mendeskripsikan ciri-ciri makhluk hidup
2. Mendeskripsikan kebutuhan makhluk hidup
3. Mengidentifikasi berbagai jenis makanan untuk pertumbuhan
4. Mendeskripsikan hal-hal yang dapat mempengaruhi pertumbuhan makhluk hidup

MATEMATIKA

1. Mengetahui mata uang pecahan Rp.50, Rp. 100, Rp. 500

C. Indikator :

Bahasa Indonesia

1. Bercerita
2. Menanggapi cerita
3. Melengkapi kalimat dengan bantuan gambar
4. Menyusun kata dengan bantuan gambar

IPA

5. Menyebutkan ciri-ciri makhluk hidup (manusia, hewan, dan tumbuhan)
6. Menyebutkan kebutuhan makhluk hidup (manusia, hewan, dan tumbuhan)
7. Menyebutkan makanan untuk pertumbuhan manusia
8. Menyebutkan hal yang mempengaruhi pertumbuhan manusia

Matematika

9. Menyebutkan mata uang

D. Nilai Karakter Yang Diharapkan:

Rasa ingin tahu, mandiri, komunikatif, dan kreatif

I. Tujuan Pembelajaran:

Setelah pelajaran selesai, melalui membaca dan mendengarkan diharapkan siswa dapat:

1. Bercerita tentang pengalaman
2. Menanggapi cerita dari teman
3. Melengkapi kalimat dengan bantuan gambar
4. Menyusun kata dengan bantuan gambar
5. Menyebutkan ciri-ciri makhluk hidup
6. Menyebutkan kebutuhan makhluk hidup
7. Menyebutkan makanan untuk pertumbuhan manusia
8. Menyebutkan hal yang mempengaruhi pertumbuhan manusia
9. Menyebutkan mata uang Rp. 50 sampai Rp.500

II. Materi Pembelajaran:

1. Bercerita tentang pengalaman berbelanja makanan sehat
2. Melengkapi kalimat dan menyusun kata dengan gambar
3. Ciri-ciri makhluk hidup
4. Pengalaman mengenal kebutuhan makhluk hidup
5. Mengenal makanan yang mempengaruhi pertumbuhan manusia
6. Yang mempengaruhi pertumbuhan manusia
7. Pengalaman mengenal mata uang

III. Model dan Metode/Strategi Pembelajaran:

- a. Pendekatan : *Scientific*
- b. Strategi : *Cooperative Learning*
- c. Teknik : *Example Non Example*
- d. Metode : Penugasan, Tanya Jawab, Diskusi dan Ceramah

IV. Skenario Pembelajaran/ Langkah-langkah Pembelajaran /KBM:

Uraian Kegiatan	Nilai Karakter	Waktu
a. Pendahuluan a. Mengaktifkan siswa dengan cara berdoa, membaca do'a	Religius	15 Menit

<p>sebelum belajar, membaca asmaul husna dan alfatihah.</p> <p>b. Menyampaikan pentingnya pokok/tema bahasan hari ini</p> <p>c. Melakukan apersepsi</p> <p>d. Tanya jawab pelajaran minggu lalu.</p> <p>e. Guru menyampaikan tujuan pembelajaran hari ini.</p> <p>f. Guru memotivasi siswa dan mengajak siswa untuk berpartisipasi aktif.</p> <p>g. Dst.</p>	<p>Rasa ingin tau</p>	
<p>c. Kegiatan Inti</p> <p>1. Ekplorasi:</p> <p>e. Guru menggali kemampuan siswa dengan cara memberikan pertanyaan tentang pengertian cerita</p> <p>f. Guru memberikan penjelasan singkat tentang cara belajar yang akan ditempuh.</p> <p>g. Siswa melaksanakan petunjuk yang sudah dijelaskan oleh guru.</p> <p>h. Dst...</p> <p>2. Elaborasi:</p> <p>a. Guru memulai dengan mengajukan suatu ide atau gagasan materi tentang pengertian cerita</p> <p>b. Guru menuliskan beberapa kategori di papan tulis.</p> <p>c. Guru meminta setiap siswa menuangkan pendapatnya dengan cara menuliskan beberapa kata atau kalimat penting di papan tulis sesuai dengan kategori yang ada, benar atau salah ditulis saja.</p> <p>d. Setelah ditemukan jawaban dari semua siswa, kemudian siswa diminta untuk menentukan atau mengkategorisasikan manakah dari gagasan-gagasan ini yang disetujui atau tidak disetujui dan mengapa?</p> <p>e. Guru sudah memiliki kata kunci jawaban.</p> <p>3. Konfirmasi:</p> <p>a. Guru meluruskan/ menjelaskan hasil kerja siswa.</p> <p>b. Guru menanyakan hal-penting dari hasil kegiatan belajar siswa tentang materi yang dipelajari.</p> <p>c. Guru memberikan komentar terhadap suasana belajar yang dilakukan siswa terutama memberikan catatan khusus bagi yang kurang berpartisipasi.</p> <p>e. Dst.</p>	<p>Rasa ingin tau</p> <p>Tanggungjawa</p> <p>Disiplin</p> <p>Tanggungjawab</p> <p>Percaya diri</p> <p>Kejujuran</p> <p>Rasa ingin tau</p>	<p>60 Menit</p>

<p>c. Kegiatan Penutup.</p> <ol style="list-style-type: none"> 1. Guru memberikan pertanyaan secara lisan 2. Guru memberikan orientasi pelajaran berikutnya 4. Guru memberikan motivasi agar terus meningkatkan semangat belajar 5. Berdo'a penutup 6. Dst. 	<p>Kejujuran Tanggungjawab</p>	<p>15 Menit</p>
---	---	----------------------------

V. Sumber & Media/Alat pembelajaran:

a. Sumber :

1. Buku modul tematik pendidikan khusus SD Kelas V

b. Media/alat: Spidol, Papan tulis, Penghapus, Kertas, dll.

Mengetahui,
Kepala Sekolah

Malang, 15 Agustus 2014
Guru Pembimbing Khusus

(Bambang Suryadi, S.Pd)

(Dewi Martia Ningsih, S.Psi)

NIP. 19690721 199703 1 006

APPENDIX VII





**ULANGAN TENGAH SEMESTER GENAP (UTS)
SISWA KEBUTUHAN KHUSUS TINGKAT SD /MI
TAHUN PELAJARAN 2013/2014
KECAMATAN LOWOKWARU – KOTA MALANG**

Tema : Lingkungan bersih, sehat dan asri

Waktu : 90 Menit

Kelas : I (satu)

Nama :

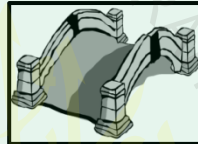
I. Berilah tanda silang (X) pada huruf a, b atau c , pada jawaban yang paling benar !

1. kita tinggal di ...

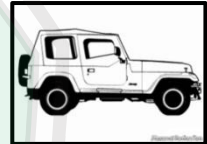
a.



b.



c.



2.



dina sedang ...

a. menyapu

b. menyiram

c.

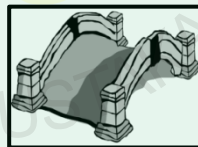
mandi

3. Gambar rumah adalah ...

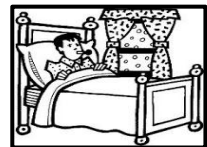
a.



b.



c.



4. **21** dibaca ...

a. Dua puluh

b. Dua puluh satu

c. Dua puluh

dua

5. **Lima belas** ditulis ...

a. 15

b. 16

c. 17

6.



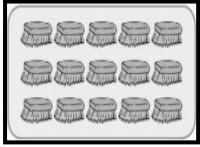
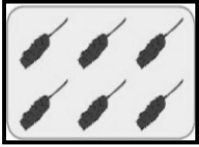
Ayah, ibu, Edo membersihkan ...

a. Rumah

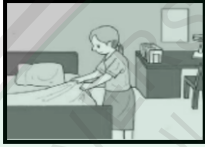
b. Sekolah

c.

kantor


7.  +  Jumlahkan $15 + 6 = \dots$
 a. 21 b. 12
 c. 30

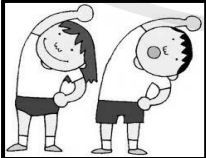
8.  Bilangan yang tepat adalah ...
 a. 12 b. 13
 c. 14


9.  Rina merapikan ...
 a. Kamar b. Tempat tidur c. Rumah

10. Kebiasaan yang baik ...
 a.  b.  c. 

II. Isilah titik-titik di bawah ini dengan jawaban yang tepat!


11.  Adi membersihkan

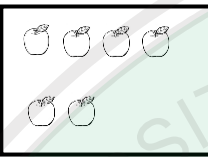
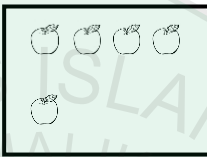
12.  Anak kelas 1 sedang

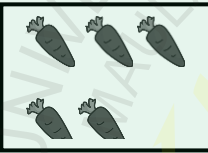
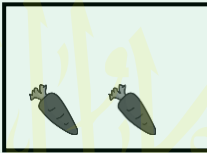
13.  Alat ini gunanya untuk





14. Ani sedang menyiram


15.  Adi membuang sampah di

16.  +  = Berapa jumlahnya
.....

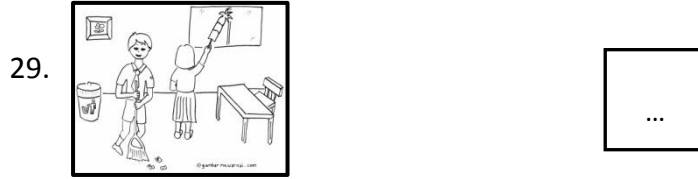
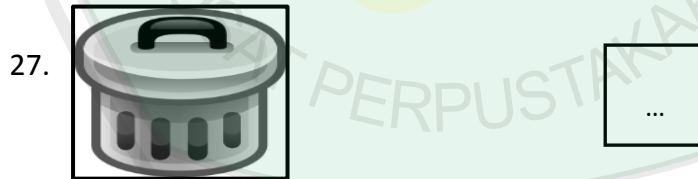
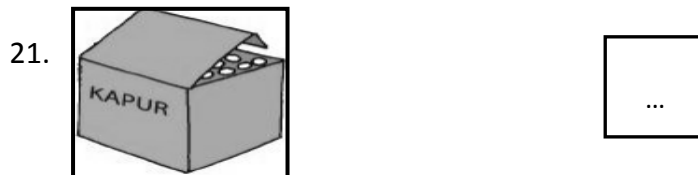
17.  -  = Sisa berapa
.....

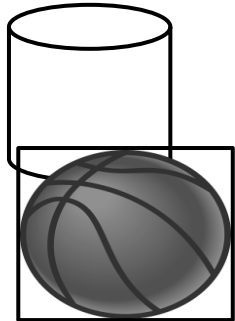
18.  Bola berbentuk

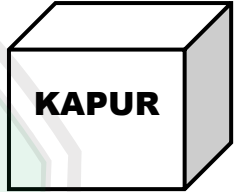
19.  Tempat kapur berbentuk

20.  Lihat kebunku penuh dengan


III. Pasangkan gambar sesuai bentuk ruangnya !



a. 

b. 

c.

d. 

e.

f. 15

g. Rumahku bersih dan rapi

h. Adi berolahraga

i. Tong sampah



Kunci Jawaban



I.

- | | |
|------|-------|
| 1. A | 6. a |
| 2. A | 7. b |
| 3. A | 8. b |
| 4. B | 9. b |
| 5. A | 10. b |

II.

- | | |
|--------------------------|-----------------------------|
| 11. Jendela / kaca | 16. 11 |
| 12. Senam | 17. 4 |
| 13. Menyapu | 18. Bulat |
| 14. Bunga / Tanaman | 19. Kubus / persegi / kotak |
| 15. Tempat sampah / tong | 20. Bunga |

III.

- | | |
|-------|-------|
| 21. C | 26. E |
| 22. A | 27. i |
| 23. B | 28. H |
| 24. F | 29. J |
| 25. D | 30. G |



ULANGAN TENGAH SEMESTER GENAP (UTS)
SISWA KEBUTUHAN KHUSUS TINGKAT SD /MI
TAHUN PELAJARAN 2015/2016
KECAMATAN LOWOKWARU – KOTA MALANG

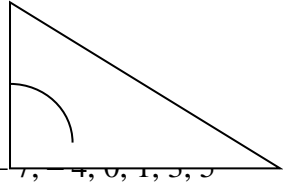
Mata Pelajaran : Matematika

Waktu : (90 Menit)

Kelas : V (Lima)

Nama :

I Berilah tanda silang (X) pada huruf a, b, c atau d di depan jawaban yang paling benar.

- Lambang bilangan untuk “ negatif seratus tujuh belas” adalah
a. 117 b. 171 c. - 117 d. - 171
- Angka 5 pada bilangan 735.248 mempunyai nilai tempat
a. satuan b. puluhan c. ratusan d. ribuan
- 12 ... 11
Tanda perbandingan yang tepat untuk pernyataan di atas adalah
a. > b. < c. = d. ≠
- Besarnya sudut/ \sphericalangle M pada gambar di bawah ini...
a. $\sphericalangle 45^0$ c. $\sphericalangle 35^0$
b. $\sphericalangle 90^0$ d. $\sphericalangle 75^0$

- 2, -7, -4, 0, 1, 3, 5
Urutan dari yang terbesar ke yang terkecil adalah
a. - 7, - 4, - 2, 0, 1, 3, 5 c. 5, 3, 1, 0, -2, -4, -7
b. - 7, 5, - 4, 3, - 2, 0, 1 d. 0, 1, - 2, 3, -4, 5, 7
- $423 + 591 = n$, nilai dari n adalah

- a. 1.024 b. 1.014 c. 1.034 d.
1.044

7. $116 \times 32 : 16 = \dots\dots\dots$

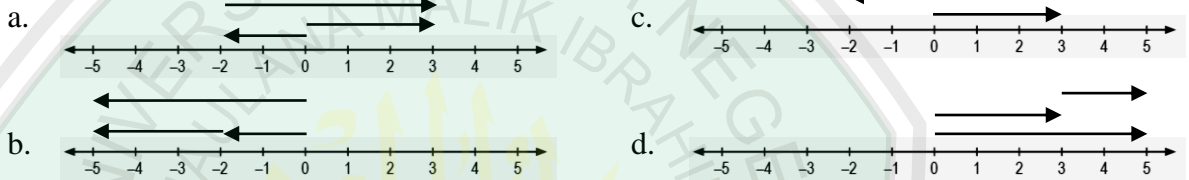
- a. 212 b. 223 c. 232 d. 332

8. Hitungan berikut yang benar adalah

- a. $(-11) - 7 = -4$ c. $2 - 5 = -7$
b. $(-5) + (-3) = -8$ d. $(-5) + 9 = -4$

9. $-2 - (3) = \dots$

jika dituliskan dalam garis bilangan adalah



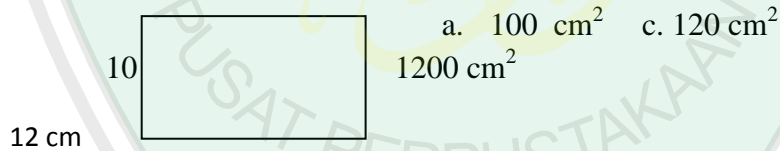
10. Hasil dari $45 + (-10) - 15 = \dots$

- a. 20 b. -20 c. 50 d. -
50

11. Hasil operasi hitung $24 \times 3 : 6$ adalah

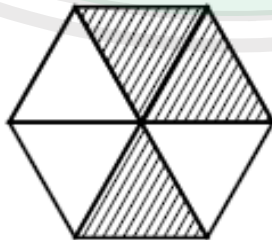
- a. 12 b. 24 c. 16 d. 8

12. Luas gambarempatpersegipanjang dibawahini ...



13. Daerah yang diatsirmenunjukkanpecahan

- a. $\frac{3}{6}$
b. $\frac{4}{6}$
c. $\frac{5}{6}$
d. $\frac{4}{8}$



14. Urutan pecahan dari yang terkecil adalah

- a. $\frac{3}{7}, \frac{5}{7}, \frac{6}{7}$ b. $\frac{3}{6}, \frac{2}{6}, \frac{5}{6}$ c. $\frac{8}{9}, \frac{4}{9}, \frac{3}{9}$ d. $\frac{2}{4},$
 $\frac{3}{4}, \frac{1}{4}$

15. $(3 \times 3) - (2 \times 2 \times 2) = \dots$

- a. $3^2 - 2^2$ c. 3^2+2^3
 b. 3^3+2^2 d. $3^3- 2^2$
16. Satu hari ada ... jam
 a. 12 jam b. 24 jam c. 60 jam d. 7 jam

17. 1 bulan + 2 minggu = ... hari
 a. 44 hari b. 22 hari c. 36 hari d. 54 hari

18. $\frac{5}{23} + \frac{8}{23} = \dots$
 a. $\frac{13}{23}$ b. $\frac{13}{46}$ c. $\frac{3}{23}$ d. $\frac{3}{46}$

19. Nilai dari $\frac{14}{30} - \frac{8}{30} = \dots$
 a. $\frac{6}{30}$ b. $\frac{22}{60}$ c. $\frac{6}{60}$ d. $\frac{12}{30}$

20. 120 menit = ... jam
 a. 4 b. 1 c. 5 d. 2

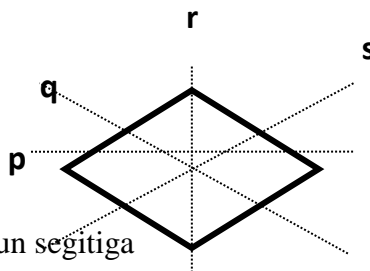
21. Bilangan romawi dari 33 adalah
 a. XXXIII b. XCIII c. XIIC d. IIIXC

22. Jaring-jaring kubus yang benar adalah

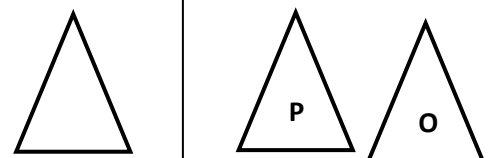


23. Perhatikan gambar di bawah ! sumbu simetri bangun tersebut adalah garis

- a. p dan q
 b. p dan r
 c. q dan r
 d. r dan s



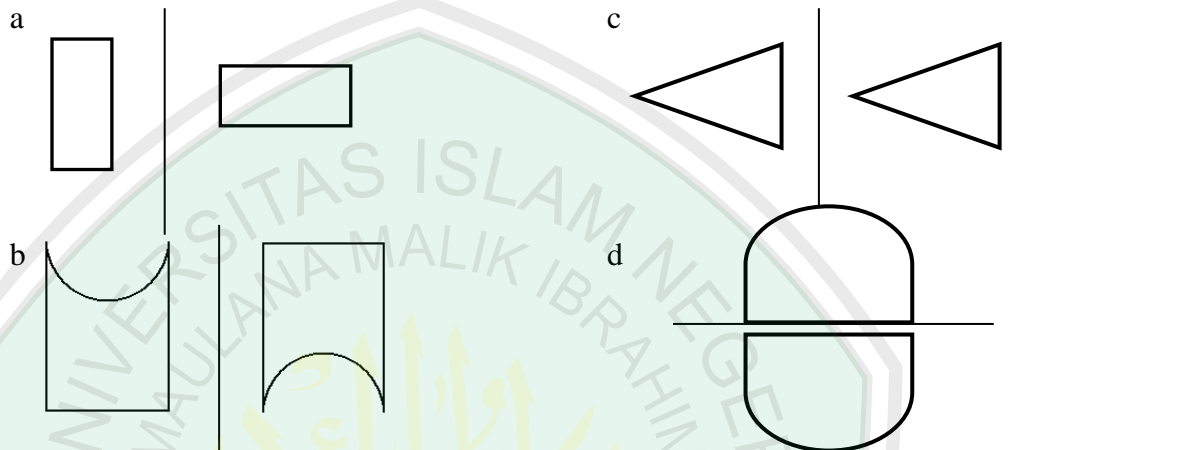
24. Pencerminan bangun segitiga




disamping yang benar adalah

- a. O
- b. P
- c. Q
- d. R

25. Pencermian berikut yang benar adalah



II. Isilah titik-titik di bawah ini dengan jawaban yang tepat !

1. Urutkan bilangan dari yang terbesar ke yang terkecil dari bilangan berikut ;
-14, -25, 15, 7, 0
2. Nilai dari $32 + (-40)$ adalah
3. Nilai dari $-12 - (-3)$ adalah
4. Nilai dari $25 \times 12 : 5$ adalah
5. Pecahan biasa paling sederhana dari $3\frac{3}{12}$ adalah
6. Dilla mempunyai pita sepanjang 2 meter. Sedangkan pita Ririn adalah 50 centimeter. Panjang pita mereka berdua adalah Cm / centimeter
7. $\frac{3}{4} \frac{2}{3} = \dots$
8. Tulislah bentuk pecahan decimal dari 75% adalah
9. Balok adalah bangun ruang yang mempunyai ... pasang sisi yang sejajar
10.  Bangun di samping disebut ...

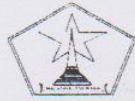
III. Jawablah pertanyaan di bawah ini dengan jawaban yang benar !

1. Tentukan hasil dari $(195+234) \times 3 - 385 = \dots$
2. $5 \text{ km} + 3,2 \text{ hm} = \dots \text{ m}$
3. Tentukan nilai dari $\frac{3}{7} + \frac{2}{5} = \dots$
4. Hitunglah 5% dari 600 adalah
5. Tuliskan bilangan asli dari bilangan Romawi XCV !



APPENDIX VIII





**SDN KETAWANGGEDE
ULANGAN HARIAN
SEMESTER II TAHUN PELAJARAN 2015 / 2016**

Ke	:	Hari / Tanggal	: KB, 5B
Tema	:	Kelas	: V
Subtema	:	Smt / Tapel	: II / 2015-2016
Muatan	:	Nama	: Salsabih (putri) 26

Selesaikan soal-soal berikut dengan jawaban yang benar !

- Bangsa Indonesia kaya akan keberagaman, bagaimana caranya agar kita tetap rukun ?
Bangsa Indonesia kaya akan keberagaman, kita tetap rukun.
- Bagaimana sikap kita terhadap budaya suku lain yang berbeda dengan budaya kita ?
Bagaimana kita terhadap budaya suku lain yang berbeda dengan budaya kita?
- Apakah perbedaan pasar tradisional dan pasar modern ?
Apakah perbedaan pasar tradisional dan pasar modern di Indonesia?
- Sebutkan ciri-ciri sebuah pantun !
Sebutkan ciri-ciri sebuah pantun.
- Bagaimana proses cara membuat pupuk kompos ?
Bagaimana proses cara membuat kompos?
- Buatlah sebuah pantun nasehat ?
Buatlah sebuah pantun nasehat.
- Bagaimanakah cara menjaga ekosistem agar tidak rusak ?
Bagaimanakah cara menjaga ekosistem?
- Pemakan produsen dalam rantai makanan disebut melka disibuh
- Sumber energi terbesar di bumi adalah matahari
- Pada rantai makanan di sawah, burung elang disebut dengan burung elang disibuh
- Perubahan ekosistem disebabkan oleh 2 faktor yaitu faktor manusia dan faktor alam
- Merobah hutan akan berpengaruh terhadap perubahan ekosistem yang disebabkan oleh alam
- Kemungkinan apakah yang terjadi jika ekosistem tidak seimbang ?
Kemungkinan apakah yang terjadi jika ekosistem tidak seimbang?
- Apakah yang kamu ketahui tentang Lembaga Pendidikan ? Berilah contohnya !
Apakah yang kamu ketahui tentang Lembaga Pendidikan ? Berilah contohnya!
- Gambarlah masing-masing sebuah jaring-jaring kubus dan balok !
- Jelaskan ciri-ciri kubus, balok dan prisma !
- Sebuah kubus dengan sisi 15 cm. Hitunglah luasnya ! 15 cm.
- Sebuah prisma segitiga dengan alas = 20 cm, tinggi = 10 cm, dan persegi panjangnya memiliki p = 8 cm dan l = 9 cm. Hitunglah luas permukaan prisma tersebut !
- Jelaskan yang kamu ketahui tentang gambar ilustrasi ?
Jelaskan yang kamu ketahui tentang gambar ilustrasi?
- Buatlah sebuah gambar ilustrasi tentang ekosistem !
Buatlah sebuah gambar ilustrasi tentang ekosistem!

Kerjakan dengan jujur dan penuh tanggung jawab ya !

TTD GURU	NILAIKU	TTD ORANGTUA
Sumiani, S.Pd NIP.196911232001122002		

1. Gaca harus rapi
Caca harus rapi

2. Rajin belajar
Rajin belajar

3. Supaya pandai
Supaya pandai

4. Semangat ya!
Semangat ya! **go**

1.  +  = 5. 

2.  +  = 6. 

3.  +  = 4. 

A.  +  = 5. 

APPENDIX IX



LAPORAN
HASIL CAPAIAN KOMPETENSI PESERTA DIDIK
SEKOLAH DASAR
(SD)



Nama Peserta Didik

FLOURA INDAH SARI

No. Induk/NISN

3216 / 0

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

IDENTITAS PESERTA DIDIK

1 Nama Peserta Didik : FLOURA INDAH SARI
2 Nomor Induk : 3216
3 Tempat, Tanggal Lahir : MALANG , 04 Januari 2009
4 Jenis Kelamin : P
5 Agama : Islam
6 Pendidikan Sebelumnya : 0
7 Alamat Peserta Didik : JL. KERTOLEKSONO 16
8 Nama Orang Tua
a. Ayah : MUDJIONO
b. Ibu : NURUL AINI
9 Pekerjaan Orang Tua
a. Ayah : TUKANG BATU
b. Ibu : IBU RUMAH TANGGA
10 Alamat Orang Tua
Jalan : JL. KERTOLEKSONO 16
Kelurahan/ Desa : KETAWANGGEDE
Kecamatan/ Kota : LOWOKWARU
Kabupaten/Kota : 0
Propinsi : 0
11 Wali Peserta Didik
a. Nama : -
b. Pekerjaan : -
c. Alamat : -



19 Desember 2015

KEPALA SEKOLAH

BAMBANG SURYADI, S.Pd

NIP. 19690721 199703 1 006

RAPOR DAN PROFIL PESERTA DIDIK

Nama Peserta Didik : FLOURA INDAH SARI Kelas : I-A
 NISN/NIS : 0 / 3216 Semester : 1 (SATU)
 Nama Sekolah : SDN KETAWANGGEDE Tahun Pelajaran : 2015/2016
 Alamat Sekolah : JL KERTOLEKSONO 93D MALANG
 KOTA MALANG

A. Kompetensi Sikap

Kompetensi Inti	Deskripsi
1. Sikap Spiritual (diisi dengan Kompetensi Inti sesuai kelasnya)	Sering berdoa sebelum memulai aktivitas, khusuk dalam berdoa, khusuk dalam beribadah, beribadah tepat waktu, perilaku bersyukur
2. Sikap Sosial (diisi dengan Kompetensi Inti sesuai kelasnya)	Sering bertanggung jawab, jujur, peduli, disiplin, rasa ingin tahu,

B. Kompetensi Pengetahuan dan Keterampilan

No	Muatan Pembelajaran	Pengetahuan			Keterampilan		
		Nilai	Predikat	Deskripsi	Nilai	Predikat	Deskripsi
1.	Pendidikan Agama dan Budi Pekerti	71	B	Baik dalam Mengenal tata cara bersuci; Mengetahui kisah keteladanan Nabi Muhammad saw;	80	B+	Baik dalam Melatakn huruf-huruf hijaiyyah dan harakatnya secara lengkap; Menceritakan kisah keteladanan Nabi P'ud a.s.;
2.	Pendidikan Pancasila dan Kewarganegaraan	86	B+	Sangat baik dalam mengenal arti bersatu dalam keberagaman di rumah dan sekolah Baik dalam memahami tata tertib dan aturan yang berlaku dalam kehidupan sehari-hari di rumah dan sekolah,	78	B	Baik dalam melaksanakan tata tertib dan aturan yang berlaku dalam kehidupan sehari-hari di rumah dan di sekolah mengamati dan menceritakan kebersamaan dalam keberagaman di rumah dan sekolah

No	Muatan Pembelajaran	Pengetahuan			Keterampilan		
		Nilai	Predikat	Deskripsi	Nilai	Predikat	Deskripsi
3.	Bahasa Indonesia	85	B+	Baik dalam mengenal teks petunjuk/arahan tentang perawatan tubuh serta pemeliharaan kesehatan dan kebugaran tubuh dengan bantuan guru atau teman dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosakata bahasa daerah untuk membantu pemahaman mengenal teks terima kasih tentang sikap kasih sayang dengan bantuan guru atau teman dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosa kata bahasa daerah untuk membantu pemahaman	80	B+	Baik dalam mengamati dan menirukan teks deskriptif tentang anggota tubuh dan pancaindra, wujud dan sifat benda, serta peristiwa siang dan malam secara mandiri dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosakata bahasa daerah untuk membantu penyajian mempraktikkan teks arahan/petunjuk tentang merawat tubuh serta kesehatan dan kebugaran tubuh secara mandiri dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosakata bahasa daerah untuk membantu penyajian
4.	Matematika	87	B+	Sangat baik dalam Menunjukkan pemahaman tentang besaran dengan menghitung maju sampai 100 dan mundur dari 20 Baik dalam Membandingkan dengan memperkirakan panjang suatu benda menggunakan istilah sehari hari (lebih panjang, lebih pendek	90	A-	Sangat baik dalam Membaca dan mendeskripsikan data pokok yang di tampilkan pada grafik konkret dan piktograf Baik dalam Mengelompokkan teman sekelas berdasarkan tinggi badannya
5.	Seni Budaya dan Prakarya	82	B+	Baik dalam Mengenal bilangan asli sampai 99 dengan menggunakan benda-benda yang ada di sekitar rumah, sekolah, atau tempat bermain Mengenal karya seni budaya benda dan bahasa daerah setempat	77	B	Baik dalam Menyanyikan lagu anak-anak dan memperagakan tepuk birama dengan gerak Menceritakan karya seni budaya benda dan bahasa daerah setempat

C. Ekstra Kurikuler

NO	Kegiatan Ekstrakurikuler	Keterangan
1.	Tari	0
2.	Pramuka	0
3.	Bahasa Inggris	0
4.	Komputer	0

D. Saran-saran

E. Tinggi dan Berat Badan

No.	Aspek Yang Dinilai	Semester	
		1	2
1.	Tinggi	123 cm	cm
2.	Berat badan	21 kg	kg

F. Kondisi Kesehatan

No.	Aspek Fisik	Keterangan
1.	Pendengaran	Baik
2.	Penglihatan	Baik
3.	Gigi	Baik
4.	Lainnya:	-

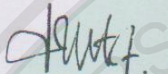
G. Prestasi

No.	Jenis Prestasi	Keterangan
1.		
2.		
3.		
4.		

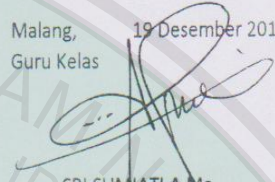
H. KETIDAKHADIRAN

Sakit	:	2	hari
Ijin	:	0	hari
Tanpa Keterangan	:	0	hari

Mengetahui
Orang Tua/ Wali Murid


.....
NURUL AIMI

Malang, 19 Desember 2015
Guru Kelas


.....
SRI SUMIATIA, Ma
NIP. 19560206 197601 2 001



LAPORAN
HASIL CAPAIAN KOMPETENSI PESERTA DIDIK
SEKOLAH DASAR
(SD)



Nama Peserta Didik Anak Berkebutuhan Khusus

Salsabilla Putri Yuniar

No. Induk/NISN

3051 / 0047634515

PUSAT PENELITIAN DAN PENGUJIAN
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

IDENTITAS PESERTA DIDIK

1 Nama Peserta Didik : Salsabilla Putri Yuniar
2 Nomor Induk : 3051
3 Tempat, Tanggal Lahir : Malang , 04 Juni 2004
4 Jenis Kelamin : Perempuan
5 Agama : Islam
6 Pendidikan Sebelumnya : -
7 Alamat Peserta Didik : Jl. Joyo Tambaksari RT 3/RW 1
8 Nama Orang Tua
a. Ayah : Suhartana
b. Ibu : Mariyati
9 Pekerjaan Orang Tua
a. Ayah : PNS/ TNI/ POLRI
b. Ibu : -
10 Alamat Orang Tua
Jalan : Jl. Joyo Tambaksari RT 3/RW 1
Kelurahan/ Desa : Merjosari
Kecamatan/ Kota : Lowokwaru
Kabupaten/Kota : Malang
Propinsi : Jawa Timur
11 Wali Peserta Didik
a. Nama : -
b. Pekerjaan : -
c. Alamat : -

Malang, 19 Desember 2015



Bambang Suryadi, S.Pd, M.Pd
NIP. 19690721 199703 1 006

Nama Peserta Didik : Salsabilla Putri Yuniar
 NISN/NIS : 0047634515 / 3051
 Nama Sekolah : SDN KETAWANGGEDE
 Alamat Sekolah : Jl.Kertoleksono 93D Malang
 Kota Malang

Kelas : V (Lima)
 Semester : I (Satu)
 Tahun Pelajaran : 2015/2016

A. Kompetensi Sikap

Kompetensi Inti	Deskripsi
1. Sikap Spiritual (diisi dengan Kompetensi Inti sesuai kelasnya)	Sering berdoa sebelum memulai aktivitas,khusuk dalam berdoa, khusuk dalam beribadah, beribadah tepat waktu,perilaku bersyukur
2. Sikap Sosial (diisi dengan Kompetensi Inti sesuai kelasnya)	Selalu peduli,disiplin,rasa ingin tahu,Sering bertanggung jawab,jujur,

B. Kompetensi Pengetahuan dan Keterampilan

No	Muatan Pembelajaran	Pengetahuan			Keterampilan		
		Nilai	Predikat	Deskripsi	Nilai	Predikat	Deskripsi
1.	Pendidikan Agama dan Budi Pekerti	84	B+	Baik dalam Mengetahui makna Q.S. al-Mā'ūn dan Q.S. at-Tiin dengan benar Mengetahui kisah keteladanan Nabi Sulaiman a.s.	80,6	B+	Baik dalam Menuli kalimat-kalimat dalam Q.S. a Mā'ūn dan Q.S. at-Tiin deng baik dan benarMenunjukkan hafalan Q.S. al-Mā'ūn dan Q. Tiin dengan baik dan benar
2.	Pendidikan Pancasila dan Kewarganegaraan	80	B+	Baik dalam Memahami tata tertib dan aturan yang berlaku dalam kehidupan sehari-hari di rumah dan sekolah. 0	82	B+	Baik dalam Melaksanakan tata tertib dan aturan di lingkungan keluarga dan sekolah. Menyajikan dinamika sa memenuhi keperluan hi antar daerah untuk menumbuhkan keutuhan nasional

No	Muatan Pembelajaran	Pengetahuan			Keterampilan		
		Nilai	Predikat	Deskripsi	Nilai	Predikat	Deskripsi
5.	Ilmu Pengetahuan Alam	79	B+	Baik dalam Mendeskripsikan siklus air dan dampaknya pada peristiwa di bumi serta kelangsungan mahluk hidupMengenal rangkaian listrik sederhana dan sifat magnet serta penerapannya dalam kehidupan sehari-hari	77,8	B	Baik dalam Menyajikan laporan tentang permasalahan akibat terganggunya keseimbangan alam akibat ulah manusia, serta memprediksi apa yang akan terjadi jika permasalahan tersebut tidak diatasiMenyajikan hasil laporan tentang permasalahan akibat terganggunya keseimbangan alam akibat ulah manusia, serta memprediksi apa yang akan terjadi jika permasalahan tersebut tidak diatasi
6.	Ilmu Pengetahuan Sosial	80	B+	0	81,6	B+	Baik dalam Menceritakan hasil pengamatan mengenai perubahan dan kelanjutan yang terjadi dalam kehidupan manusia dan masyarakat Indonesia pada masa penjajahan, masa tumbuhnya rasa kebangsaan serta perubahan dalam aspek sosial, ekonomi, pendidikan dan budaya dalam berbagai jenis media Menceritakan secara tertulis hasil kajian mengenai aktivitas manusia Indonesia dalam dinamika interaksi dengan lingkungan alam, sosial, budaya dan ekonomi
7.	Seni Budaya dan Prakarya	75	B	Baik dalam Mengenal prinsip seni dalam berkarya seni rupaMengenal harmoni musik dan lagu daerah.	75,8	B	Baik dalam Menggambar ilustrasi dengan menerapkan proporsi dan komposisiMenggambar komik dengan menerapkan proporsi, komposisi, dan unsur penceritaan berdasarkan hasil pengamatan

No	Muatan Pembelajaran	Pengetahuan			Keterampilan		
		Nilai	Predikat	Deskripsi	Nilai	Predikat	Deskripsi
8.	Pendidikan Jasmani, Olahraga dan Kesehatan	74	B	Baik dalam Memahami konsep variasi dan kombinasi pola gerak dasar dalam \berbagai permainan dan atau olahraga tradisional bola besar Memahami konsep aktivitas latihan daya tahan jantung dan paru (cardiorespiratory) untuk pengembangan kebugaran jasmani	75,4	B	Baik dalam Mempraktikkan salah satu gaya renang dengan koordinasi yang baik dalam aktivitas air* Mempraktikkan variasi dan kombinasi pola gerak dasar lokomotor dan non lokomotor untuk membentuk gerakan dasar (sikap dan kuda-kuda) olahraga beladiri.
9.	Muatan Lokal						
	a. Bahasa Jawa	79	B+	Baik dalam Mengenal, memahami, dan mengidentifikasi teks tentang peristiwa faktual secara lisan dan tulis. Mengenal, memahami, dan mengidentifikasi tembang macapat sesuai dengan kaidah.	78,6	B	Baik dalam Mencentakan kembali teks tentang peristiwa faktual dengan menggunakan bahasa Jawa krama/ engg bhunten secara lisan dan tulis. Melakukan tembang macapat.
	b.						
	c.						

C. Ekstra Kurikuler

NO	Kegiatan Ekstrakurikuler	Keterangan
1	Hadrah	0
2	Pramuka	0
3	Bahasa Inggris	B
4	Komputer	0

D. Saran-saran

E. Tinggi dan Berat Badan

No.	Aspek Yang Dinilai	Semester	
		1	2
1.	Tinggi	145 cm	cm
2.	Berat badan	32 kg	kg

F. Kondisi Kesehatan

No.	Aspek Fisik	Keterangan
1.	Pendengaran	Baik
2.	Penglihatan	Baik
3.	Gigi	Baik
4.	Lainnya:	-


G. Prestasi

No.	Jenis Prestasi	Keterangan
1.		
2.		
3.		
4.		

H. KETIDAKHADIRAN

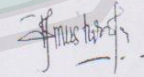
Sakit	:	0	hari
Ijin	:	1	hari
Tanpa Keterangan	:	1	hari

Mengetahui
Orang Tua/ Wali Murid


(M. Ridati)

Malang,
Guru Kelas

19 Desember 2015




Sumiani, S.Pd
NIP. 19691123 200112 2 002

NIP.



Mengetahui,
Kepala Sekolah


Bambang Suryadi, S.Pd, M.Pd
NIP. 19850721 199703 1 006

PEMERINTAH KOTA MALANG
 DINAS PENDIDIKAN
SDN KETAWANGGEDE
 KECAMATAN LOWOKWARU
 JL.Kertoleksono 93 Telp. (0341) 551615 Malang 65145

**LAPORAN HASIL BELAJAR TENGAH SEMESTER GENAP
 TAHUN PELAJARAN 2015/2016**

NAMA : **SALSABILA PUTRI YUNIAR** KELAS : **VB (PP)**
 NO. INDUK : **3126** No. Absent : **24**

NO	KOMPETENSI	Rerata		Rerata	
		Ulangan Harian (KI 3)	Ketrampilan (KI 4)	UTS (KI 3)	UTS (KI 4)
1	Mengingat dan memahami pengetahuan konsep, dan ketrampilan Pendidikan Agama dan Budi Pekerti	70	70	80	
2	Mengingat dan memahami pengetahuan konsep, dan ketrampilan Pendidikan Pancasila dan Kewarganegaraan	74	65	60	
3	Mengingat dan memahami pengetahuan konsep, dan ketrampilan Bahasa Indonesia	65	65	50	
4	Mengingat dan memahami pengetahuan konsep, dan ketrampilan Matematika	50	70	60	
5	Mengingat dan memahami pengetahuan konsep, dan ketrampilan Ilmu Pengetahuan Alam	60	71	50	
6	Mengingat dan memahami pengetahuan konsep, dan ketrampilan Ilmu Pengetahuan Sosial	60	60	70	
7	Menyajikan ketrampilan Seni Budaya dan Prakarya	70	60	65	70
8	Menyajikan ketrampilan Pendidikan Jasmani, Olah Raga dan Kesehatan	65	65	70	70
	Muatan Lokal				
9	Mengingat dan memahami Pengetahuan konsep dan ketrampilan Bahasa Jawa	70	65	70	
	Ekstra Kurikuler				
10	Mengingat dan memahami pengetahuan konsep dan ketrampilan Bahasa Inggris	70	75	67	
11	Mengingat dan memahami pengetahuan, konsep dan ketrampilan Baca Tulis Alqur'an				

Mengetahui

Orang tua/Wali

SUHARTANA

Malang, 09 APRIL 2016

Guru Kelas

Sumiani

SUMIANI, S.Pd.

NIP. 19691123 200103 002

Mengetahui,

Kepala Sekolah,



Bambang Suryadi, S.Pd, M.Pd
 NIP. 19690721 190703 1006

APPENDIX X



DOCUMENTATION



Teacher special escort teaching slow learner 1st grade at regular class



Teacher special escort teaching slow learner 1st grade at source room



Teacher special escort teaching slow learner 5th grade at source room



Teacher teaching students 5th grade at regular class



Researcher interview with teacher
special escort



Teacher teaching slow learner 5th
grade at regular class



APPENDIX XI

BIODATA PENULIS



Nama : SATRIA FITRI

TTL : Gresik, 07 Februari 1994

Alamat : Glagah, Lamongan

No. Hp : 085755569527

Riwayat Pendidikan

No	Nama Sekolah	Tahun Pelajaran
1	TK-MI Miftahul Ulum Karang Agung Glagah Lamongan	2000-2001
2	MI Miftahul Ulum Karang Agung Glagah Lamongan	2001-2006
3	MTs Negeri Lamongan	2006-2009
4	SMA Negeri 1 Sidayu Gresik	2009-2012
5	UIN Maulana Malik Ibrahim Malang	2012-2016