Development of Cooperative Learning Strategy On Mathematics Subject for Students with Learning Disabilities in Primary Schools

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Abstract
The diversity of students' abilities in primary schools, especially in the mastery of mathematics subject, is often ignored by teachers. Inaccuracy of teachers to analyze the needs of students makes learning in mathematics subject tend to be classical and less accommodate diversity of potential students themselves, less optimal development of self-ability and social skills, including in the classroom in which there are students with learning difficulties. This study aims to formulate cooperative learning strategies...
in mathematics subject for students with learning disabilities in primary schools. The research method used descriptive qualitative approach. The research was divided into three stages: preliminary stages, assessing the objective condition of the students' learning ability and the way of the teacher in learning students with learning disabilities. The second stage, the formulation of cooperative learning strategy. The third stage, test the implementation of cooperative learning strategies. Data collection techniques used observation, interview, documentation studies and mathematical assessment. The results showed that of the three students with learning difficulties in 5th grade, have difficulties in mathematics, especially in the
The way of a teacher in teaching the students is not based on the assessment results so that students get the same subject matter. Classroom activity is dominated by teacher through lecture method, classical approach, lack of opportunity for students to discuss and practice mathematics problems. The formulation of cooperative learning strategy produces the components covering rationale, purpose, principle, understanding, material, implementation, and supporting learning. The implementation of the principles of cooperative learning strategies shows that there is consistently and systematic improvement of teacher performance in planning, implementing and evaluating learning in the classroom. The
implication is that teachers need to perform numerical assessments, formulate individual programs that accommodate students’ diversity, and develop more adaptive and varied learning strategies.

Mathematics is considered by many students as a difficult academic subject. To improve their performance, various learning strategies are employed by teachers abandoning the conventional method. This study focused on the cooperative more. The purpose of this study was to identify the effectiveness of cooperative learning in improving mathematical concepts among students with mild intellectual disability (SMID). The sample of the study consisted of 8 SMID at Najran in the more. Students implement the strategies in their cooperative learning groups. The cooperative learning groups consist of four or five students. Each student is assigned a role to keep for several weeks. Roles can include leader (who guides fellow students through the strategies), clunk expert (who leads discussion about how to fix up clunks, or end confusion about difficult vocabulary), time keeper, recorder, and encourager. Students with learning disabilities may have difficulty with basic accounting and computational skills in mathematics. Students with and without disabilities also have difficulties in solving math word problems. Their