

The mathematics learning ability of currency equalization material uses role-playing for mentally disabled students in SLB Negeri 2 Yogyakarta

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ABSTRACT

Class V and VI students in phase C should be able to recognize and stop using money. However, facts show that the ability to use cash in classes V and VI in phase C SLB Negeri 2 Yogyakarta has not reached the expected target. From the results of learning in a simple written test, an assessment score below the minimum completeness criteria is 75. Improve the ability to learn mathematics regarding currency equalization material for mentally disabled students in grades V and VI in phase C of SLB Negeri 2 Yogyakarta for the 2023/2024 academic year. Role-playing 5 students who previously got an average score of 48 experienced an increase to 87. So, the average score increased to 39. The role-playing method can improve the ability to learn mathematics in the material of equalizing currency values for mentally disabled students in classes V and VI in phase C at SLB Negeri 2 Yogyakarta

Keywords: Mentally Retarded Students, role play, mathematic

INTRODUCTION

To study mathematics at a higher level, students must have a solid understanding of numeracy abilities. From knowing what money is and currency nominal, adding currencies, and equalizing currency values to carrying out buying and selling transactions Irvan, M., & Jauhari, M. N. (2018).

Students in C phases V and VI class of SLB Negeri 2 Yogyakarta should be able to identify and use money when shopping. However, empirical data indicates that this capacity has not yet reached the anticipated level in these classes. Based on the learning outcomes of a basic written exam, you receive an evaluation score below the required minimum completeness of 75.

This is because pupils are less active in learning activities; students tend not to pay attention when the teacher asks them to count and imagine the money used in learning. Such a situation will affect students' abilities in further mathematics learning. Jauhari, M. N., Mambela, S., Shanty, A. D., Nurmasari, D., Usfinit, A. H., & Batlyol, A. (2022).

Based on the main problems above, the researcher determined actions to solve the problem. Researchers determined actions to improve numeracy skills using the role-playing learning method. The teaching method for role-playing is a game where the player assumes the role of a character in a fictional setting. However, this is adjusted to the original conditions, for example, buying and selling behavior installs. The role-playing method is a learning method that imitates an action or activity so that students will find various new experiences in their learning. The steps taken in the role-playing method are as follows: 1)

Determine the topic to be taught; 2) Give an idea of the role to be played; 3) Select students according to the number of roles to be played; 4) Determine the place and time for implementation; 5) Carrying out role-playing; 6) Make conclusions and clarifications Istinawati, D., Jauhari, M. N., & Mambela, S. (2022)

It is hoped that using the role-playing learning method can improve the ability to recognize money and then continue to equalize the value of money. The role-playing method in learning can make students more interested in participating in teaching and learning activities, providing new variations in teaching and learning activities that can reduce student boredom. With this interest, students' attention to teaching and learning activities will increase, and this can help students master the learning material presented Purwasih, S. (2022).

METHOD

The research method used by the researchers is a quantitative method with a pre-experimental type of research with a one-group pre-test and post-test design. The number of students studied is 5, including three female and two male students in grades IV and V, phase C. This research takes place from August to October 2023. Data collection techniques: The materials used are factual and documented. At the same time, the data analysis support used is the qualitative description with evaluation in narrative form.

RESULT AND DISCUSSION

Before this research was conducted, learning mathematics in class on the topic of monetary value balance still used the method of teaching and writing nominal numbers on the board. With this way of learning, students only listen but are confused about what to do and how much to do, and they ask many questions quickly, making learning ineffective. Data obtained when performing this learning activity using written test results with an average score of 48 were accepted. With the corresponding scores obtained as follows, RZ received a score of 30; FH scored 60 points, while ER, NE, and IN scored 50.

According to researchers, with the immersive learning method, children become more excited through media. Purwasih, S. (2021). They can interact with other students in learning because someone takes on the role of a bank employee and those who will exchange money. The data obtained from implementing immersive learning gave an average result of 87. With the corresponding scores, RZ reached 75, FH scored 100, ER scored 80 points, while NE and IN earned 90.

Table 1. The calculation result

Name	Before	After
RZ	30	75
FH	60	100
ER	50	80
NE	50	90
IN	50	90
Average	48	87

CONCLUSION

Based on the research data results, it can be concluded that role-playing methods can improve the ability of mentally disabled students in grades V and VI phase C of SLB Negeri 2 Yogyakarta to learn the mathematics of monetary balance materials. From this result, it can be inferred that to improve the ability to learn mathematics with financial equality materials for students with stage C mental retardation, the role-playing method can be used as an alternative for teachers.

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