

Curriculum Modification to Improve Counting Fraction Ability on Slow Learner Children

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Abstract: Not every student gets a learning system that suits their abilities. Therefore, teachers need to know the stages of modifying the curriculum so that it is according to the abilities of students. This study aims to find the stages of modifying the Merdeka Curriculum at the elementary school level in the form of a learning program design in mathematics into fractional material that is adapted to the needs of students with learning disabilities. The research was conducted using the Research and Development research method, the development model carried out in this study used the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The subjects in this study were one fifth-grade teacher and one slow learner who was in fifth grade at SDN 195 Isola, Bandung City. The results of the research found that after the modification of the curriculum, the subject's math score increased from 29 to 100. In addition, the subject dared to answer questions when asked to repeat the elements of fractions, another impression that the subject did not feel distinguished in giving teaching material.

Keywords: curriculum modification; mathematics; ADDIE; slow learner.

INTRODUCTION

Indonesian education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (Republic of Indonesia Government Regulation No. 19, 2005). To realize this, there are several important components, namely that education must be non-discriminatory, education can know the interests of the child, the best interests of the child, survival and development and respect the opinion of the child.

Efforts to improve and improve the quality of education never seem to stop. Many reform agendas have been, are being implemented, and will be implemented. Various innovative programs have participated in enlivening education reform (Majid, 2005). One of the latest improvement efforts in the curriculum carried out by the Ministry of Education of the Republic of Indonesia is to create a Merdeka Curriculum. The Merdeka Curriculum is a curriculum with diverse learning. The Merdeka curriculum focuses on essential content so that students have enough time to explore concepts and strengthen competence (Curriculum and Learning Center Team, 2022).

However, updating the curriculum will be more meaningful if followed by changes in learning practices inside and outside the classroom. Indicators of curriculum renewal are shown by changes in learning activity patterns, selection of educational media, and determination of assessment patterns that determine educational outcomes. It's just that, in practice in the field many teachers do not fully understand how the stages of modifying the curriculum must be passed.

Of course, any modification of the curriculum must be adjusted to the ability of students. Each student has uniqueness and different abilities in absorbing the information provided by the teacher. This difference is caused by many things, whether it comes from

oneself such as cognitive abilities, interests, and talents. Some come from outside, such as efforts made by parents to improve students' learning abilities, and teaching techniques provided by teachers. Therefore, the teacher must have expertise in determining student profiles that describe their abilities and obstacles before designing a program.

In ordinary society, three labels are often given to students, namely "smart", "ordinary", and "stupid". However, this label is not completely correct because it was not carried out with the correct identification and assessment references. Meanwhile, slow learners are students who are often considered to be a big challenge for teachers because they are considered slow in learning, especially in subjects that involve cognitive skills, such as mathematics. This is because slow learner children generally have an IQ score below the average, which is between 70 and 90 (Amir & Nani, 2013).

Slow learner children have low mastery of the material, even though the material is a prerequisite for the next lesson, so they often have to repeat it. Their intelligence is indeed below average, but they are not incapable children, they just need to struggle hard to master what is required in regular classes (Mubiar, 2011). As for the struggle of slow learners in understanding the subject matter, it must be supported by various parties, the media, and modified material to suit their abilities.

By identifying and assessing a teacher, a teacher can find student profiles that contain abilities, barriers, and needs as material for modifying the curriculum, so that they can find the right formula for making subject matter for slow learners, especially those that require reasoning such as mathematics. Fractional material is one of the materials in mathematics lessons in Phase C of the Merdeka Curriculum, in grade five of elementary school. However, for slow learner children, this material can be an obstacle that is very difficult to overcome. This is because solving problems in mathematics requires cognitive, whereas cognitive is a weakness of slow learner children.

With each stage of modification to the Merdeka curriculum, teachers can find student profiles and adjust learning materials and teaching techniques so that slow learners can better understand mathematics, especially fraction material at grade C or grade five.

METHOD

The approach to this research is the Research and development approach. With a focus on developing the Merdeka Curriculum in phase C or fifth grade which is adapted to the abilities of students. This research was conducted with one teacher and one slow learner in class V at SDN 195 Isola, Bandung City. This study uses the ADDIE research model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is one of the models commonly used in the instructional design field as a guide to producing an effective design (Aldoobie, 2015).

Analysis Stage

The analysis phase in the study was conducted on one fifth-grade teacher and one slow learner. data were obtained by conducting interviews with teachers regarding the design of the mathematics learning program given to students, the teaching methods provided, and the conditions of class V where it was suspected that there were students who had to learn difficulties viewing program profiles and exploring initial data related to students' abilities with disabilities Study. For students the process of extracting data is carried out using classical observation, then an assessment is carried out to obtain data in the form of student profiles consisting of abilities, barriers, and needs.

Design Stage

After obtaining the program profile and student profile, the next step is to design a learning program that is in accordance with the Merdeka curriculum used by SDN 195 Isola.

Development Stage

The next stage is to develop a learning program in the form of a Design Learning Program for mathematics, material for calculating fractions that are adjusted to the profile of students who are identified as slow learners.

Implementation Stage

The implementation stage is the development stage in the form of a Learning Program Design that has been designed by the researcher and implemented on the subject.

Evaluation Stage

The fifth stage is an evaluation of the results of development implementation in the form of a Learning Program Design. At this stage, a re-check was carried out on the development of the Merdeka curriculum in grade V or phase C mathematics, especially in the matter of calculating fractions

RESULT AND DISCUSSION

Result

The implementation of inclusive education must be supported by a positive school climate to be carried out properly and effectively. A positive school climate for inclusive education must be rooted in the core values that every school believes in and is reflected in every school's actions in general. A positive school climate has certain criteria to support the implementation of inclusive education. These criteria must be met so that inclusive education can run well (Wulan & Sanjaya, 2022). One of the supporters of implementing an inclusive school climate can be seen in the use of the curriculum used for students in the school. The curriculum used in inclusive schools must be able to adapt to the basic abilities of each student, therefore schools must be able to adopt the national standard curriculum, namely the Merdeka Curriculum by modifying the curriculum according to the profile of students at school.

Identification and assessment are important keys in the adjustment or modification between the Merdeka Curriculum and student abilities. Identification activities can be carried out on students with learning disabilities by using an academic test identification tool based on their ability class which produces information on students' initial abilities in terms of reading, writing, and arithmetic abilities. Assessment activities can also be carried out to collect data on students with learning disabilities that will be used to make decisions on what type of services will be provided to these students. (Anggriana, 2022).

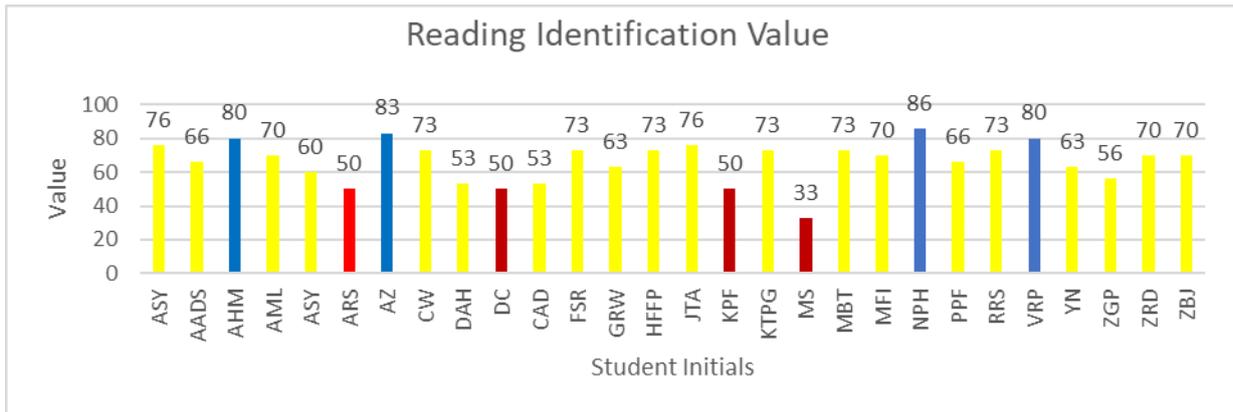
Analysis Stage

At the analysis stage, the data mining process was carried out in the form of a learning system and class conditions for the class V teacher, as well as an identification process carried out on class V students at SDN 195 Isola, Bandung City. Identification is the initial activity that precedes the assessment process to find children who experience obstacles both in developmental aspects and academic aspects. Identification is the first step and is very important to mark the appearance of abnormalities or difficulties in children with special needs (Yusuf, 2005). Meanwhile, according to Swassing, identification has two concepts, namely screening and actual identification (Yuwono, 2015). The term identification of children with special needs is intended as an attempt by teachers, parents, and other education personnel to find out whether a child has

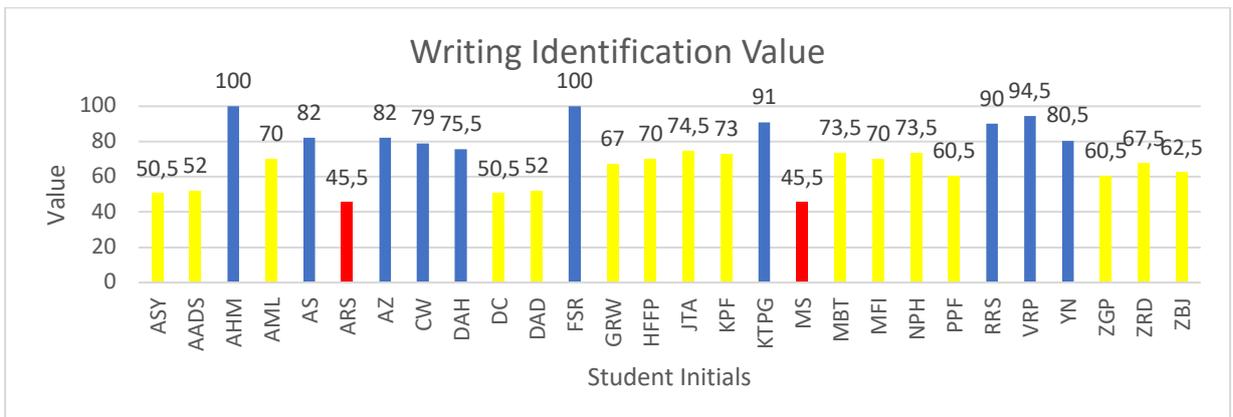
growth/developmental abnormalities/deviations (physical, intellectual, social, emotional/behavioral) compared to normal children of his age. Identification activities can be carried out by teachers or professionals related to the use of standard or non-standard tools/instrumentation developed by the teacher or related professionals.

Student Identification

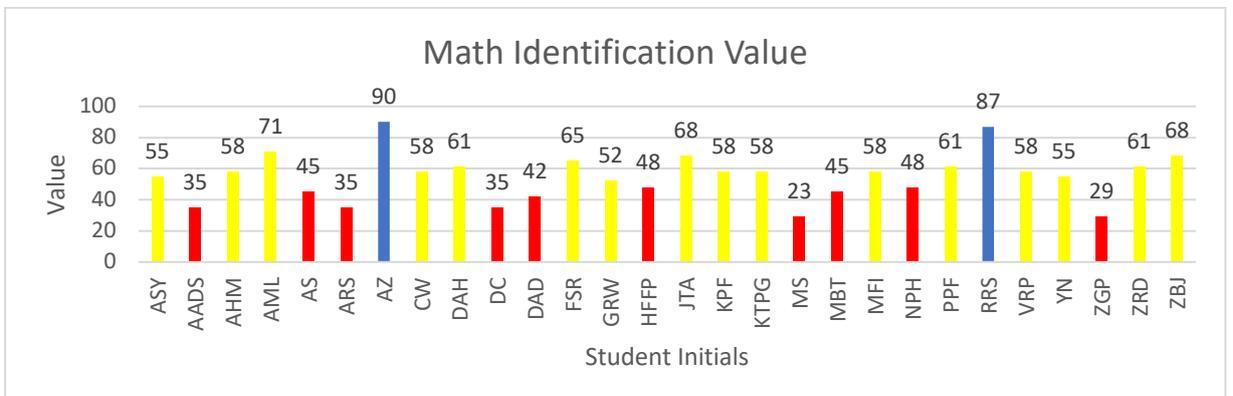
At this stage, data collection was carried out by carrying out classical identification using academic tests, where the test questions came from the basic competencies of the Merdeka Curriculum from levels V, IV, III, and II with aspects of reading, writing, and arithmetic by the curriculum used in SDN 195 Isola.



Graph 1. Reading Identification Value



Graph 2. Writing Identification Value



Graph 3. Math Identification Value

From the results of the identification that has been carried out, it is obtained that out of a total of 28 students in class VB SDN 195 Isola, Bandung City, in the aspect of reading, there are 5 students with an independent level, 21 students with an instruction level, and 2 students with a frustration level. In the writing aspect, there are 11 students with an independent level, 13 students with an instruction level, and 4 students with a frustration level. In the arithmetic aspect, there are 2 students with independent level, 16 students with instruction level, and 10 students with frustration level.

From these data, it can be concluded that there are still students who have not mastered some or a combination of the material in aspects of reading, writing, and arithmetic. There is also one student with the initials MS who has not mastered all of these aspects with the lowest score being in the numeracy aspect with a score of 23.

Based on the results of the interviews, the teacher saw that MS tended to be late compared to other friends in academic terms, but in terms of motor skills MS was able to keep up with other friends. Based on the identification results where MS is included in the frustration level category in all aspects of assessment, it is estimated that MS is classified as a child with special needs, a Slow learner. And by analyzing the items it is estimated that the ability of MS is in class II SD, for this reason, an assessment will be carried out related to the arithmetic aspect by developing an Instrument for Class II SD Assessment questions to further look at error variants and strategy variants from MS in solving problems.

After conducting interviews with teachers and identification, the next step is to carry out the assessment process. "Assessment (assessment) is to give value to the quality of something. Not only giving answers about what, but more directed at answering how or how far a process or an outcome is obtained by a person or a program" (Zainul & Mulyana, 2007, as cited in Fajri, Yuliati, & Budyawati, 2020, p. 17).

Table 1. Subject Profile

No.	Aspect	Ability	Obstacle	Need
1.	Count Operation	Students can calculate subtraction borrowing techniques without	Students do not understand the concept of subtraction borrowing techniques	Students need explanations and exercises related to the concept of subtraction with borrowing techniques
2.	Geometry	Students can identify flat shapes	Students do not understand the elements of a flat shape	Students need an explanation of concepts related to flat wake elements in more detail
3.	Numbers Concept	-	Students do not understand the concept of fractions	Students need explanations related to the concept of fractions and are strengthened by doing exercises on presenting fractions

The following are the results of an analysis of children's abilities in learning mathematics:

From the results of the assessment, it was found that MS had not been able to understand subtraction, multiplication, presenting fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ which correspond to parts of a whole concrete object, and classifying plane shapes based on their characteristics.

MS can be categorized as a child who has learning difficulties, namely a slow learner, MS is a student who is slow in the learning process and has intellectual potential slightly below normal, so MS requires a longer learning time than other children of his age. This is proven, during the assessment process to calculate multiplication questions, MS still uses his fingers to calculate multiplication numbers. Slow learners lack concentration, retention, and level of abstract thinking compared to children of their age. Slow learners are children with below-average intelligence whose thinking skills and scholastic performance develop more slowly than other children in general (Government Of Puducherry Directorate of School Education Samagra Shiksha, 2019).

Slow-learner children in some ways experience obstacles or delays in thinking, responding to stimuli, and social adaptation but are still much better than those with mental retardation. Slow learner children need a longer and more repetitive time to be able to complete academic and non-academic tasks and therefore need special education services or extra assistance to be successful. Slow learner children need more time to accept a new concept or complete assignments when compared to their peers, so slow learner children can still study in public or regular schools but need intensive assistance (Mumpuniarti, 2011).

The mathematics learning needs of slow learners in elementary schools include arithmetic problems in operating numbers and achieving cumulative numbers in numbers that are not by class standards. MS's ability in grade II elementary school mathematics learning material is good, but children experience difficulties and errors in subtracting numbers using the borrowing technique and in determining the value of fractions, both of these are because the child does not understand the concept of subtraction using the borrowing technique and does not understand the concept of fractions. The child also experiences an error in answering in determining the number of flat wake elements (angles, vertices, sides), because they do not understand the characteristics of flat wake.

Based on the results of the analysis, it shows that children do not understand learning about the concept of subtraction by borrowing, and the concept of flat wake characteristics. And children have not yet received material about the concept of fractions in detail. This was due to the Covid-19 pandemic where the implementation of teaching and learning activities took place virtually.

During the process of carrying out the assessment, several other findings were found, including those related to the child's behavior in solving the assessment questions given. Children lack confidence when their peers are around, but children become confident when they are only with the teacher. The second finding is that the child's actual ability is quite good, shown when the teacher explains mathematical concepts that the child answers incorrectly and the child can understand quickly. This proves that children's abilities will be better and optimal if they continue to be taught and trained to complete learning assignments consistent with the guidance of parents and teachers.

Teacher identification

Teacher identification is carried out to see class conditions, learning situations, the way the teacher teaches, and how active students are in class. Identification refers to the Teaching Module (MA) used by the teacher and Guidelines for Observing the Implementation of Learning to determine the suitability of the teacher teaching with the Teaching Module (MA) used.

The material to be delivered is based on MA Mathematics Class V material on geometric volumes. From the results of observing learning activities in class, data was obtained that in practice the teacher carried out learning activities based on the MA that

was already available. Teachers do not independently create special programs for students with disabilities. From the identification results, the teacher only explained in front of the class by using the lecture, question and answer, and assignment methods. The teacher explains several examples of questions to students and then answers them together and the teacher only gives a few examples. After explaining, the teacher immediately gave the questions to the students to do the practice questions. There are no learning media to attract students' attention, even though geometry material is very abstract material and requires media.

Design Stage

During the learning process in the classroom, of course, there will be differences in abilities between students. This difference in ability can be influenced by many factors, both from within the child such as IQ level, learning style, interests, and others. In addition, there are external supporting factors that also contribute to learning abilities, such as the way the teacher teaches, supportive learning media, and systematically arranged lesson plans.

As can be seen from the results of the previous numeracy identification, there are differences in the learning abilities of fifth-grade students at SDN 195 Isola, Bandung City. However, if you look at the data, there are students with the same ability level, namely 16 students with instruction level abilities. Therefore, these students can be given the same program design as students with independent level abilities, only when in practice these students are given more attention so they can understand the material provided.

Therefore, at the design stage, the learning plan can be adapted to the generally accepted curriculum and can be carried out classically. The curriculum used as a reference is the Merdeka curriculum phase C or equivalent to class V which is used at SDN 195 Siola, Bandung City.

Development Stage

At this stage, the development and modification of the Merdeka Curriculum were carried out to suit the profile of children's needs, namely inserting reduction material in phase B and geometry and fraction material in phase A in the Merdeka curriculum. And using class II SD teaching materials on the Merdeka curriculum. As well as providing remedial, especially on materials that have not been mastered.

The general objective of developing and modifying this curriculum is to reduce the gap in the abilities of students who have slow learner learning disabilities and those who do not have learning disabilities is to reduce the gap in abilities and values between the two. Therefore made a special purpose. In particular, the design of the learning program that will be given to subjects has four main objectives, namely students can explain the addition of two fractions with different denominators, students can identify problems related to adding two fractions with different denominators, students can explain the elements of fractions (numerator and denominator), and students can identify fractions in everyday life.

The program design created for learning activities for children with special needs will be translated into a Learning Implementation Plan which includes the results of aligning student ability profiles with the current curriculum.

Table 2. Indicators of Learning Steps

Activity	Activity Description
Introduction (10 minutes)	<ul style="list-style-type: none"> • The teacher invites students to pray before and after the lesson. • The teacher explains the learning objectives to students about operating fractional operations. • The teacher gives students examples in life-related to fractions with different denominators. *(MS is given a new understanding of the concept of fractions) • The teacher assists students in planning and preparing learning activities about operating fractional operations. • The teacher guides students to prepare the things needed to carry out activities
Core (55 Minutes)	<p>Observe</p> <ul style="list-style-type: none"> • The teacher guides students to form groups of 4 people. • The teacher directs students to observe the learning pictures • With their groups, students learn to equate the denominator of two fractions with different denominators. *(MS indicates denominator and quantifier positions) • The teacher directs students to answer questions about adding fractions with different denominators. *(MS records the numerator and denominator of each fraction that appears) <p>Ask</p> <ul style="list-style-type: none"> • The teacher facilitates students to ask questions related to how to add and subtract fractions with different denominators. *(ensure MS understanding in identifying numerator and denominator) <p>Try</p> <ul style="list-style-type: none"> • The teacher directs students in observing how to calculate the subtraction of fractions with different denominators. • The teacher accompanies students to complete practice questions <p>Reasoning</p> <ul style="list-style-type: none"> • The teacher accompanies students in concluding how to determine the common denominator of two fractions with different denominators. • The teacher directs students to answer questions <p>communicate</p> <ul style="list-style-type: none"> • The teacher directs students to convey their work in front of the teacher and friends.
Closing (15 minutes)	<ul style="list-style-type: none"> • The teacher reflects on the results of learning about the operation of fractional numbers. • The teacher evaluates the addition of fractions with different denominators and assigns students to study the next material. • The teacher informs the next material, namely the subtraction of two numbers with different denominators.

Implementation Stage

Implementation is carried out classically, with the teacher's role as a facilitator which means that the teacher is not the only source of information in the classroom. The teacher also includes game content while learning activities are carried out, which can make the situation in the class more lively, the teacher can still control the class when it starts to not be conducive, two-way interactions can still be carried out and it is hoped that students will not feel pressured. The content of the game is to use a game to call attention, for example the practitioner calls "Hey", and students answer with "Hello" and vice versa.

After that, the teacher carried out a prayer activity led by the class leader, and the teacher said that what would be studied in class was Mathematics, with the material understanding fractions. In addition, the teacher also motivates with a reward in the form of praise for each student who dares to express an opinion.

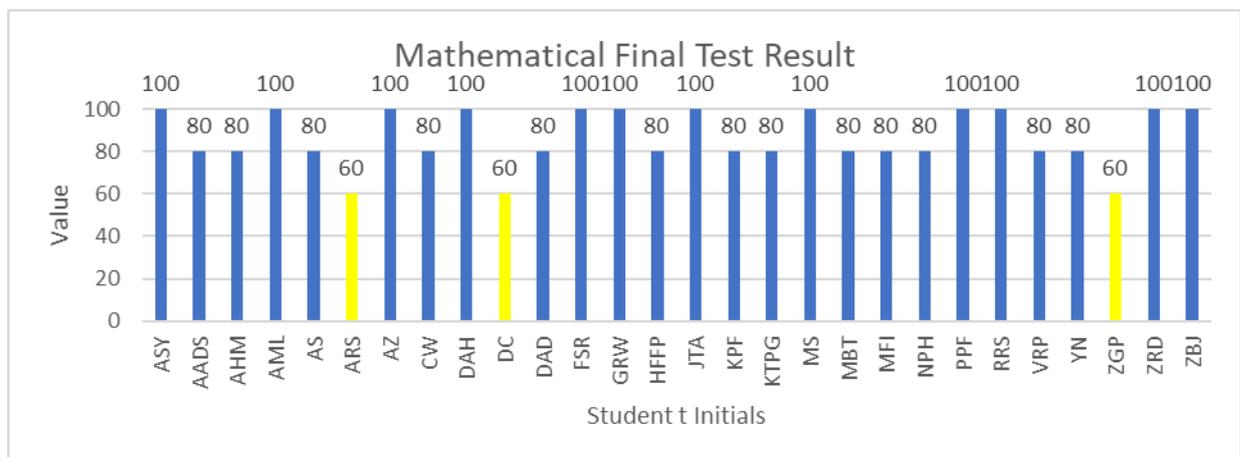
For core activities, because the teacher is not the only source of information, to reduce gaps in understanding the material being taught, students are divided into small groups, where each group member has students who have independent level, instruction

level, and frustration level abilities. During the learning process, there is a tendency for each group to ask questions to the teacher, and when there are members who have slow learner learning barriers, group members who already understand explain it back to students with slow learners. To make it easier to understand fractional material, the teacher and students make the media that will be used from paper material which is cut into several parts according to the number of questions.

In closing activities, the teacher becomes a facilitator for students to be able to conclude and provide responses to learning outcomes.

Evaluation Stage

Furthermore, an evaluation of the results of the design of the learning program was carried out as a result of the modification and development of the mathematics curriculum with fractional material by conducting tests and asking for opinions from the subjects. The test results after modifying the Merdeka curriculum are as follows:



Graph 4. Mathematical Final Test Result

In the formative test at the end of implementation, the results obtained from 28 students were 3 students scored 60, 13 scored 80, and 12 students scored 100. For MS got a value of 100 from the questions that have been adjusted about the elements of fractions.

In addition, the results of interviews with subjects found that MS, which has slow learner barriers, feels enthusiastic about following each learning path, and as a result, he understands everything. direct teacher explanation, understanding of fractions increases. This is evidenced by the results of a formative assessment where the subject can answer all questions that aim to be able to measure the ability of MS to understand the elements of fractions. This shows that methods and curricula that are appropriate to students' abilities, it can improve the ability of students who experience learning barriers to better understand the mathematical material being taught. (Dico & Hastuti, 2023).

Discussion

The mathematical ability of elementary school students in Indonesia is still relatively low, this applies at every level from grade one to grade six. There are many things that affect the lack of numeracy skills of elementary school students in Indonesia, one of which is because so far students have been taught to do mathematics learning activities manually, and teachers do not have innovations in mathematics teaching techniques that can adapt to the times and the development of current student learning patterns. This causes students not to feel interested in learning mathematics with any material because they feel that

mathematics is boring and confusing, which in turn makes students' math skills in Indonesia very low (Raharjo, 2021). Of course, this is a serious problem, because math skills are very important in the application of students' daily lives. Therefore several things can be done by mathematics teachers to overcome students' inability in mathematics, such as modifying the curriculum so that students can achieve learning objectives according to their abilities, improving teaching techniques so that students become more interested in mathematics, and can correlation between lessons and everyday life (Nurfatanah, 2018).

For slow learners students learning mathematics can be a much more difficult problem compared to other students. This is because the internal factors of slow learner students have a low level of intelligence, and often slow learner students have a low level of self-confidence because they feel unable to follow the existing learning process. In addition, external factors can also affect slow learner students in learning mathematics. External factors that can affect the ability to learn mathematics of slow learner students are the economic limitations of parents which can result in no motivation to learn because there is no encouragement or support from parents such as the availability of adequate learning facilities and services at home. Then the facilities at school can also be an external factor that can affect the ability to learn the mathematics of slow learner students, this is because it can make teachers lack supporting media such as teaching aids that can facilitate the understanding of slow learner students in understanding mathematics subject matter, for example, fraction material (Afan, 2021).

This is in line with the results of the research that has been done, where when the learning process takes place, slow learner students cannot understand the concept of fractions in mathematics. This can be caused by the intelligence abilities of children below average, as well as the lack of support that can improve the ability of slow learner students at SDN 195 Isola to be able to understand fraction material. The external factors that support the ability of the subject are the economic conditions of families who have low incomes and the inability of families to teach subjects to understand mathematics subject matter, especially fractions. In addition, also because at the beginning of the research, there was no modification of the curriculum carried out by the teacher, and the lack of teaching media such as visual aids made the subject unable to understand fractional material.

CONCLUSION

From the results of the study, it can be concluded that the condition of students' initial abilities is the teacher's starting point in conducting learning. The heterogeneity of students needs to be considered by the teacher in choosing learning models and methods so that learning becomes fun and has an optimal impact on students. Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge occurs, as well as giving attitudes and beliefs to students. Therefore, conducting assessments on students and evaluating learning regularly and continuously needs to be done by the teacher before carrying out the learning process to the next stage.

The program design that will be made should refer to the curriculum that is currently being implemented and be aligned with the abilities and needs of the child. The need to modify the learning that will be carried out aims to optimize children's abilities so that it is hoped that children can take part in learning according to their needs without putting aside the abilities that children have achieved.

ACKNOWLEDGEMENT

Thank to our lecturer Prof. Endang Rochyadi for all guidance that he give. We would also like to thank our friends and family for their love and support during this research process

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