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UST

PRESENTASI ICCE

The Analysis of Developing Ethnomathematics and Tri-N (Niteni, Nirokke Nambahi) in Improving Critical Reasoning Dimensions Through Mathematics Learning in Inclusive Schools

INTRODUCTIO

N

1. Inclusive schools
2. Mathematics learning is categorized as a subject that is considered difficult and less popular by some students
3. The development of mathematics learning
4. Ethnomathematics is a learning approach
5. Tri-N (Niteni, Nirokake, and Nambahi)

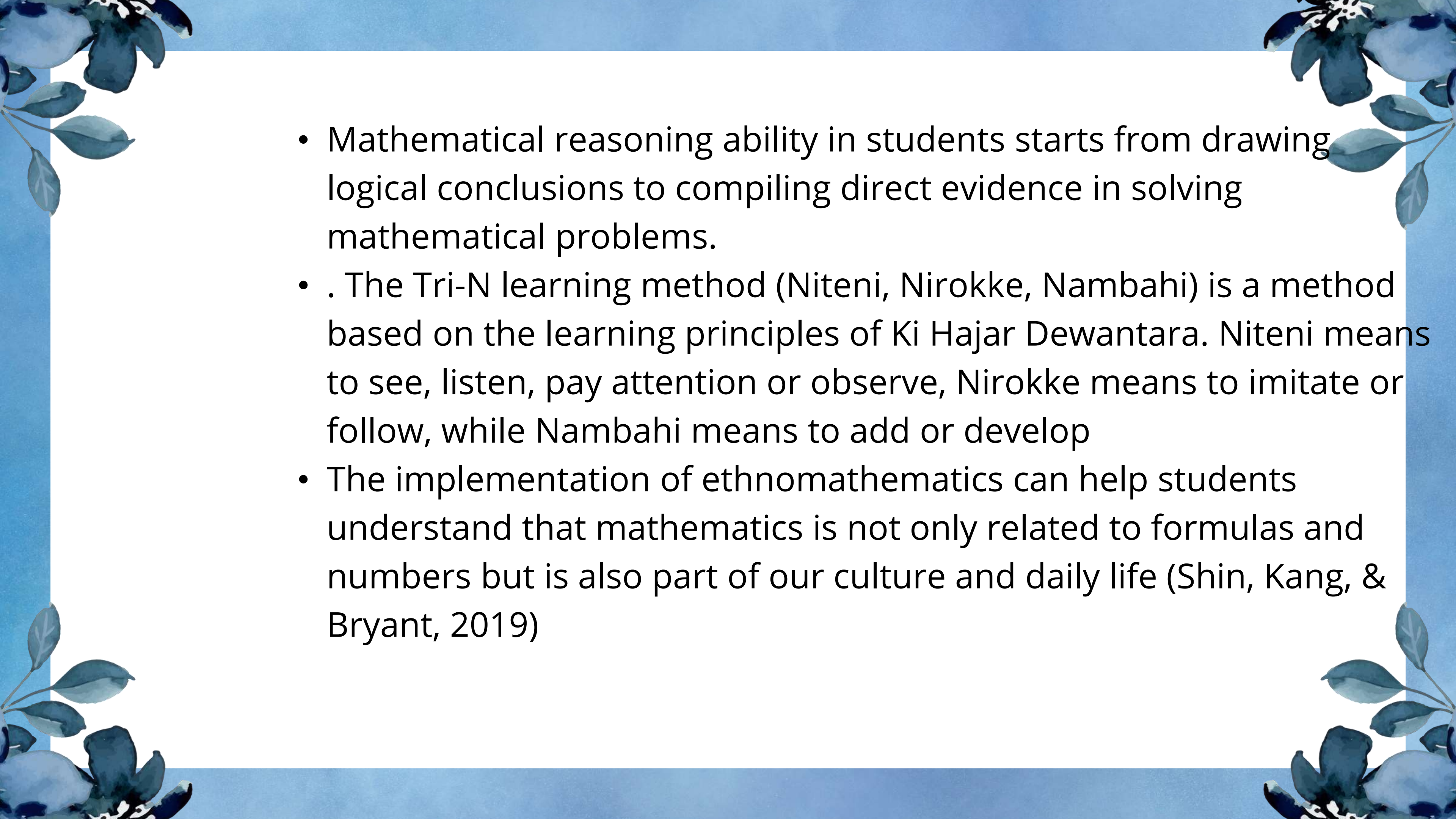
METHODOLOGY

A qualitative descriptive research method

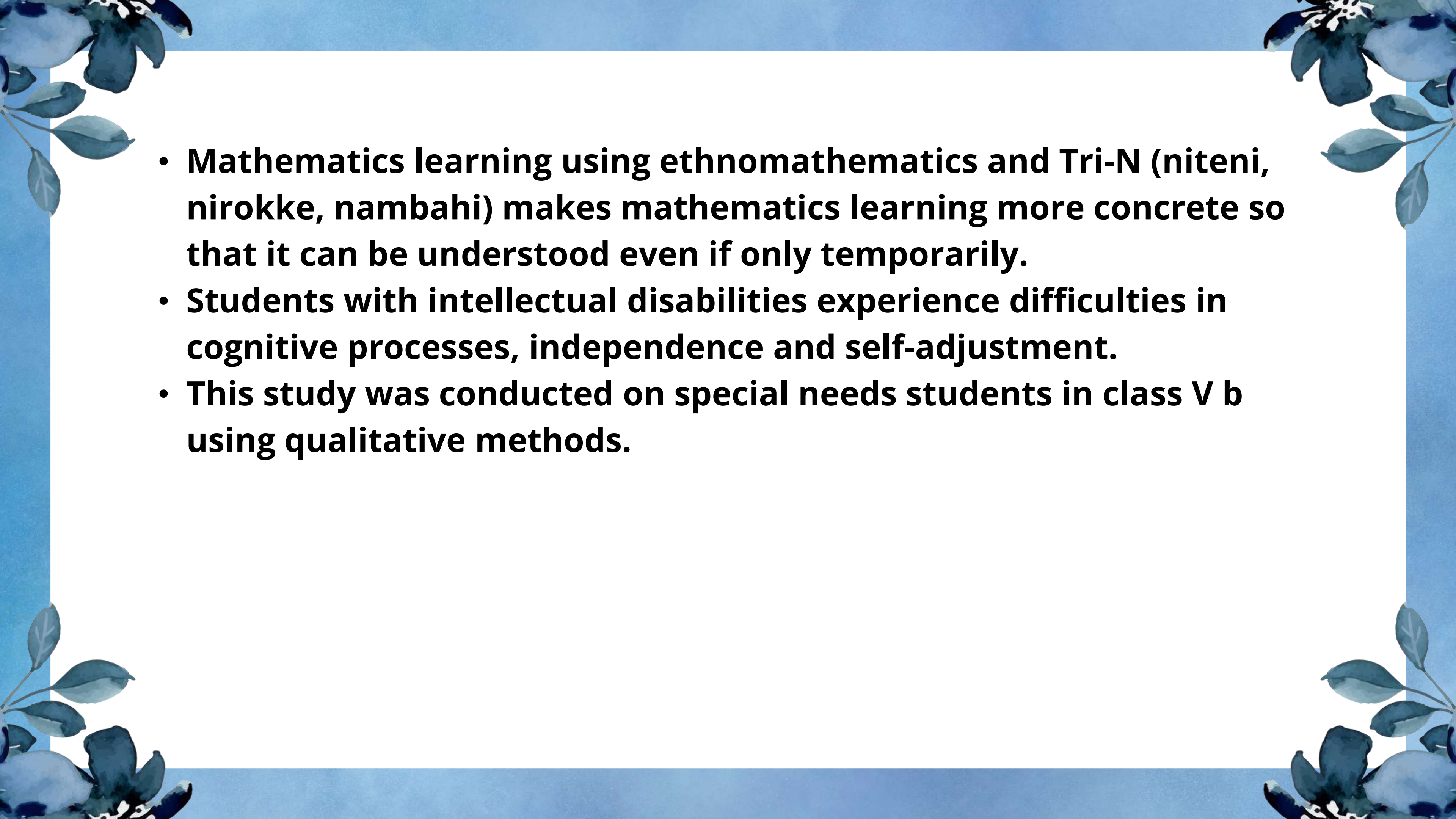
The subjects in this study were class teachers, special guidance teachers, and students with special needs in grades I to VI AB

RESULTS AND DISCUSSION

- the mathematics learning carried out in the classroom was during the initial activities of mathematics learning in inclusive school classes
- Mathematical reasoning as a cognitive aspect that supports mathematics learning and is one of the five standards of ability that students should have in learning mathematics
- The ethnomathematics and Tri-N (niteni, nirokake, and nambahi) approaches in mathematics learning provide a new atmosphere.
- The ethnomathematics included in this learning are the traditional houses in the Special Region of Yogyakarta, there are five traditional houses, namely Joglo Jompongan House, Sinom Joglo Traditional House, Joglo House of Pangrawit, The Joglo House of Ceblokan, and Apitan Joglo House

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- Mathematical reasoning ability in students starts from drawing logical conclusions to compiling direct evidence in solving mathematical problems.
 - . The Tri-N learning method (Niteni, Nirokke, Nambahi) is a method based on the learning principles of Ki Hajar Dewantara. Niteni means to see, listen, pay attention or observe, Nirokke means to imitate or follow, while Nambahi means to add or develop
 - The implementation of ethnomathematics can help students understand that mathematics is not only related to formulas and numbers but is also part of our culture and daily life (Shin, Kang, & Bryant, 2019)

| Student | Ability Aspect | | | | | | | | | |
|---------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A | SDR | SDR | SDR | SDR | SDR | SDR | DR | DR | SDR | SDR |
| B | R | RB | DR | DR | R | RB | RB | RB | RB | DR |
| C | DR | SDR | DR | SDR | DR | SDR | SDR | DR | SDR | SDR |
| D | DR | DR | DR | RB | DR | RB | RB | R | DR | R |
| E | SDR | SDR | SDR | SDR | DR | SDR | SDR | SDR | SDR | SDR |

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- **Mathematics learning using ethnomathematics and Tri-N (niteni, nirokke, nambahi) makes mathematics learning more concrete so that it can be understood even if only temporarily.**
 - **Students with intellectual disabilities experience difficulties in cognitive processes, independence and self-adjustment.**
 - **This study was conducted on special needs students in class V b using qualitative methods.**