

ABSTRAK

Yusuf Wahyu Kris Tamba. (2025). Analisis Pemahaman Mahasiswa Program Studi Pendidikan Matematika Terkait Pembelajaran Matematika Inklusi Di Sekolah. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Universitas Maritim Raja Ali Haji. Pembimbing I: Roma Doni Azmi, S.Pd.I., M.Ed. Pembimbing II: Mariyanti Elvi, S.Pd., M.Pd.

Kata Kunci: Pembelajaran Matematika Inklusi, Pemahaman Mahasiswa, Pendidikan Matematika, Siswa Berkebutuhan Khusus, Calon Guru Matematika

Penelitian ini menganalisis pemahaman mahasiswa Program Studi Pendidikan Matematika UMRAH terkait pembelajaran matematika inklusi di sekolah. Menggunakan pendekatan kuantitatif deskriptif, penelitian melibatkan 135 mahasiswa semester 4-8 yang dipilih secara simple random sampling. Data dikumpulkan melalui angket digital skala Likert 1-5 dengan 18 pernyataan yang mewakili 9 indikator pemahaman pembelajaran matematika inklusi. Hasil menunjukkan tingkat pemahaman mahasiswa berada pada kategori "Cukup" dengan rata-rata skor 3,33, dimana 50,37% responden berkategori cukup, 35,56% baik, dan 5,18% sangat baik. Pencapaian tertinggi pada Abstraksi Prinsip Inklusi (3,63) dan terendah pada Analisis Komparatif (2,89). Temuan mengindikasikan mahasiswa memiliki pemahaman konseptual yang baik namun masih mengalami kesulitan dalam aspek aplikatif pembelajaran matematika inklusi. Penelitian menegaskan perlunya reorientasi kurikulum yang menekankan pengalaman praktis dan pengembangan pedagogical content knowledge untuk mempersiapkan calon guru yang adaptif.

ABSTRACT

Yusuf Wahyu Kris Tamba. (2025). Analyzing Mathematics Education Students' Comprehension of Inclusive Mathematics Teaching in Schools. Thesis. Tanjungpinang: Mathematics Education Study Program, Universitas Maritim Raja Ali Haji. Advisor I: Roma Doni Azmi, S.Pd.I., M.Ed. Advisor II: Mariyanti Elvi, S.Pd., M.Pd.

Keywords: Inclusive Mathematics Learning, Student Understanding, Mathematics Education, Students With Special Needs, Prospective Mathematics Teachers

This study analyzes the understanding of Mathematics Education students at UMRAH regarding inclusive mathematics learning in schools. Using a descriptive quantitative approach, the research involved 135 students from semesters 4-8 selected through simple random sampling. Data were collected through a digital questionnaire using a 1-5 Likert scale with 18 statements representing 9 indicators of inclusive mathematics learning understanding. Results show students' understanding level is in the "Moderate" category with an average score of 3.33, where 50.37% of respondents are in the moderate category, 35.56% good, and 5.18% very good. The highest achievement was in Abstraction of Inclusion Principles (3.63) and the lowest in Comparative Analysis (2.89). Findings indicate that students have good conceptual understanding but still face difficulties in the applicative aspects of inclusive mathematics learning. The study emphasizes the need for curriculum reorientation that emphasizes practical experience and development of pedagogical content knowledge to prepare adaptive prospective teacher

