

Student Perceptions of Elementary School Mathematics Learning with the Co-Teaching Approach in Inclusive Classes

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Abstract

Background - Inclusive education is one form of government commitment to ensure that all children receive the same right to education. The use of appropriate learning models needs to be applied in inclusive classes that require special strategies and handling.

Purpose - This study aims to explore the opinions of students participating in the INCO-Teaching program, a program that focuses on teaching practices using the co-teaching model in inclusive classes related to how to implement the co-teaching approach model in elementary school Mathematics subjects in inclusive classes.

methodology - Data collection was carried out through focus group discussions and semi-structured interviews with 11 students participating in the INCO-Teaching program from three different countries. Thematic analysis was used as a data analysis method in this study

Findings - This study produced three main themes, namely (1) obstacles and challenges to the co-teaching approach model; (2) supporting factors for the success of Mathematics learning; (3) implementation of the co-teaching approach model in Mathematics subjects in inclusive classes

Originality - The results of this study indicate that the application of the co-teaching model in Mathematics subjects in inclusive classes has a good impact and is a supporting factor for the success of learning in the classroom and can be used as a reference for the right learning model, especially for inclusive schools. This study has implications for prospective and current educators that the use of the right learning model greatly influences the success of the learning process in the classroom.

Keywords: Inclusive Education, co-teaching approach model, Elementary School Mathematics
