

Habits of Mathematics Teachers Regarding The Use of Books First Year Learning Problems Text Special Education in Primary School

¹Mohamad Noor Rizan Mokhtaruddin, ²Dr. Kama Shaffeei

Universiti Pendidikan Sultan Idris, perak Malaysia

Email: ¹P202010000411@siswa.upsi.edu.my, ²Kama@fpm.upsi.edu.my

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Abstract

This study aims to discuss the habits of teachers Metamatik on the use of Mathematics textbooks learning problems Year One special education in teaching and learning in the classroom. The habits of teachers in this study is seen through two aspects, namely the frequency and effectiveness of the content on the use of Mathematics textbooks learning problems in primary schools. Criteria in selected aspects underpin the Ornstein & Hunkins (1998) model. This study uses survey methods to obtain data related to the attitude of Mathematics teachers towards the use of Mathematics textbooks learning problems in the integration Special Education Program (PPKI). The teacher's habit discussed is about the sincerity of the teacher to apply the use of Mathematics textbooks through the two aspects discussed during the learning activities carried out according to the Special Education Primary School Standard document (DSKPPK) revision year one 2017. The implication of this study is that it can reveal to teachers the progress of the effective use of learning problem Mathematics textbooks (BTMMP) in the classroom and give a positive attitude to teachers, especially in mastering the use of BTMMP in a quality manner.

Keywords: Habits, Textbooks, Contents, Sentence Structure, Graphics and Pictures, Special Education Mathematics Teacher, Integrated Special Education Program (PPKI).

Introduction

Textbooks are one of the important teaching materials and are often used by teachers. The textbook provides a guide or syllabus for each subject that needs to be taught. For students, textbooks are used as the main source of reading for a subject in addition to other reference books. According to Omar (2018) textbooks are the main material in teaching and learning that facilitates according to each topic studied and can be used as a reference to the questions faced in making exercises included in each topic studied. This is supported by Mahamod (2018) by saying that textbooks are one of the important teaching materials and are often used by school teachers.

Furthermore, textbooks also provide guidance or syllabus for each title that needs to be taught while, for students, textbooks are used as a basic source of reading for a subject in line with other reference books (Itam, 2018). In Malaysia, there is no doubt that textbooks are one

of the main materials for interpreting the philosophy, goals, objectives and principles of the educational curriculum. This means that quality textbooks can not only determine the development of knowledge, but can help build the character and spiritual development of students in line with the basic goal of the National Education Philosophy, namely shaping themselves in the intellectual and spiritual aspects (Ministry of Education, 2018).

In addition, for developing countries such as Malaysia, there is no doubt that textbooks are one of the main materials for interpreting the philosophy, goals, objectives and principles of educational curricula. A quality textbook can not only determine the development of knowledge, but also help build the character and spiritual development of students. In 1975, the Ministry of Education (Moe) launched the textbooks Loan Scheme (SPBT) nationwide. This is intended to help students who are poor to use the textbook fully. Among the objectives of the SPBT is to help poor students obtain textbooks on loan to prevent them from falling behind in their studies and not the occurrence of dropouts among poor students. The scheme is managed by the Bureau of textbooks (BBT) Moe. Starting in 2007, this SPBT is given free of charge to all layers of pupils regardless of hereditary origin and family educational background.

Therefore, the attitude of special education teachers in ensuring that these textbooks are adopted, especially among students with special educational needs, learning problems also need to be given attention and priority so that the teaching and learning process when applying the use of textbooks in the classroom is in a conducive and academic atmosphere.

Background of The Study

The use of textbooks is usually applied comprehensively during teaching and learning sessions in the classroom. This has been proven in the study of Abd Rahman (2019) where teachers often make the source of the textbook as the main reference throughout the learning carried out in the classroom. Not only that, a study by Zanariah & Abdul Rahman (2018) on Primary School Malay textbooks in Malaysia found that teachers need to deepen the content of the textbooks used besides looking at the pictures and attractive layouts in the textbooks so as to stimulate student learning. Therefore, learning problems Mathematics textbooks are supplied to all schools in Malaysia that have special educational needs students with learning problems as one of the very important materials in launching the teaching and learning process runs well and authentic.

Furthermore, in the context of education in Malaysia still prioritizes textbooks because through textbooks, teachers will obtain facts and information as aspirations through graphic management and training effectively and according to the level of their students in teacher learning because teachers are the main key as a driving force in imparting knowledge to students (Rochman, 2018). In addition, according to Mahamod (2018) clearly states that teachers often apply the concept of learning based on information and Communication Technology in the classroom. As a result of this habit, the use of textbooks will be ignored and even more critical, teachers and students will be less skilled in the use of textbooks in the classroom.

Not only that, according to Omar (2018) the habit of teachers who often ignore the use of textbooks can also have a bad impact, especially on students when they study at home. For example, in the era of the corona Virus or with its synonym Covid-19, face-to-face learning activities are strictly prohibited due to the spread of this infectious disease epidemic (Ministry of Education, 2020). Therefore, one method that is appropriate in ensuring that students are not left behind with learning based on the standard document of Special Education Curriculum

(DSKPPK) is through the use of textbooks because textbooks are one medium that is very suitable to be applied by students, especially for students who face network problems at home or internet resources. However, if teachers often use technology in the classroom, How can students learn at home, especially students who do not have technology tools? This question has not been answered yet.

Because information about the habits of teachers using textbooks in teaching and learning is still poorly conducted. Therefore, this study should be carried out to uncover and dissect the habits of mathematics teachers on the use of textbooks on learning problems in the first year of education in primary schools around the Southwest. The essence of this study only looked at the frequency and effectiveness of the contents of the use of textbooks during learning among teachers in primary schools integration of learning problems around the southwest district only.

Literature Review

The subject of mathematics is one of the subjects related to numbers or Numbers. This means that mathematics is the process of calculating skills and adapting mathematics in our daily lives. According to Muniyandy (2017) Mathematics textbooks are commonly associated with learning the methods of solving operations and writing sentences in mathematics. However, a good textbook should be used as a site and guidelines by teachers to be applied in the classroom (Qhairunnisa, 2018). But that's not all, according to Ministry of Education Abdul Rahman et al (2019) also stated that the mastery of numeracy skills is closely related to the potential of the brain and the ability to learn numbers. The process of mastering numeracy skills includes the skills of constructing mathematical sentences and recognizing the concept of numbers mechanically as well as understanding the use of terms in mathematics.

Furthermore, in the context of special education, according to Ahmad (2018) the mathematics component for special education students is to emphasize mathematics education in general to all students with learning disabilities and emphasize the use of mathematics in daily and career situations. This emphasizes that teachers need to ensure that students can follow the mathematics curriculum platform well in making a variety of reference sources, especially the use of textbooks in their learning. This can ensure that the quality of teacher pedagogy is in line with the Malaysian Education Development Plan 2021-2025 3rd wave (Ministry of Education, 2017).

In addition, the study of Mahidin & Afendi (2017) mentioned that the attitude of teachers in the use of textbooks is to ensure that students can make textbooks as a basic guide and reference to their learning and thus be used as specific reading material by them. This means that, in addition to other reference books to be the basis of reading for a subject, textbooks also need to be given priority because the content contained in the textbook has been compiled and revised in accordance with the passage of time.

Not only that, Shahar (2018) have said that the attitude of female teachers is to use textbooks more frequently during their teaching and learning activities in the classroom compared to male teachers. This means that the habit of teachers on the frequency of using textbooks in the classroom to male teachers is to be improved through training support from the school in ensuring that the channel of knowledge to students is relevant to the standard document of the primary school curriculum. In conclusion, before looking at the tree is better we look at the type of roots first as well as the concept of education is before looking at the students is the need to look at the teacher's pedagogy first because the teacher is the most important resource to all students, not to mention to students learning problems. The field of

Education requires a group of teachers who are competent and knowledgeable and highly motivated to educate their students, especially the use of Mathematics textbooks learning problems.

Statement of The Problem

Currently, there are various books on the market. The publication of this book is like mushrooms growing after rain so we are confused which book is best to use as a textbook. According to Ching et al (2021) before a textbook is distributed to the market or to schools, this textbook needs to go through four stages of evaluation and meet the characteristics of a good textbook based on (i) content that meets the syllabus and syllabus description, (ii) correct and simple language, (iii) graphics that are appropriate and attract students to use the textbook, and (iv) activities and exercises in accordance with the student's skill level.

Among the efforts towards this goal is through the use of textbooks where teachers are the basis for facilitating the interpretation of textbooks to students in the classroom. The study of the habits of teachers in special education mathematics textbooks learning problems Year One Moe has not received special attention and detail from the aspect of the frequency and effectiveness of the contents of teachers using textbooks in the classroom. There have been several studies conducted on the use of textbooks among teachers. The study of Zuri & Aznan (2017) clearly states that learning actually requires a strong influence of teachers in stimulating interest and motivation for pupils to learn using textbooks and continue to learn even though they are at home using the textbook. Among the advantages of positive teacher attitude stimulation can also help and attract students to use textbooks well even if they study from home.

In addition, a study by Ibrahim (2020) on primary school English textbooks in Malaysia found that teachers need to deepen the mastery of textbooks by regularly familiarizing the use of textbooks among students in the classroom by training them how to use textbooks and exercise books so that they will get used to using them. In the context of special education, textbooks are one of the main sources and reference materials for teaching teachers to students in improving the mastery and knowledge of teachers and students (Usuma, 2017).

In conclusion, based on the problem, it is clear that the researchers wanted to study the habits of mathematics teachers towards the use of textbooks on learning problems in the first year of education in primary schools around the Southwest. The essence of this study only looked at the frequency and effectiveness of the contents of the use of textbooks during learning among teachers in primary schools integration of learning problems around the southwest district only.

Objectives of The Study

The general objective of this study is to identify the habits of mathematics teachers on the use of textbooks learning problems Year One special education in primary school. In particular, the purpose of this study was to look at :

- 1.1 Identify the habits of mathematics teachers on the frequency of use of Mathematics textbooks revision year one KSSRPK primary school learning problems.
- 1.2 Identify the habits of mathematics teachers on the effectiveness of the contents of the revised mathematics textbook year one KSSRPK primary school learning problems.

Research Questions

Based on the objectives of the study, this study is to answer the questions of this study are as follows :

- 1.1 The extent to which the habit of mathematics teachers on the frequency of use of Mathematics textbooks revision year one KSSRPK elementary school learning problems.
- 1.2 To what extent is certain the habits of mathematics teachers on the effectiveness of the contents of the revised mathematics textbook year one KSSRPK elementary school learning problems.

Discussion in The Study

Objective One

Identify the habits of mathematics teachers on the frequency of use of Mathematics textbooks revision year one kssrpk primary school learning problems.

The objective discussed the habits of mathematics teachers on the frequency of use of textbooks among teachers and students in primary schools. Through references from other studies related to the frequency of use of Mathematics textbooks based on foreign studies conducted by Atiullah et al (2019) who analyzed the frequency of use of English textbooks has shown efficacy in early intervention. The textbooks used are consistent in their content. The findings discussed the relevance of teacher training towards the use of the textbook to achieve the PdP objectives set. In conclusion, the role and habits of teachers are also important to control the use of textbooks in PdP due to the increasing number of students with learning difficulties every year. According to LD Online, The Educators Guide to Learning Disabilities and ADHD (2014) states that children with learning disabilities make up nearly 15 percent of the current human population.

In addition, through the aspect of teacher frequency, we can also see through a study by Mahidin (2016) in his study entitled "Teacher attitude towards the effectiveness of Malay textbooks and their use in the classroom" found that the use of textbooks in the classroom that evaluates the aspects of content, presentation, activity and training as well as language and term aspects found that the level of effectiveness was moderate in the aspects of content, presentation, activity and training while the language and term aspects were at the highest level. The frequency of use of textbooks is moderate for before, during and after the PdP. On the other hand, it is different from a teacher who has never used a textbook package that is studied, of course, will evaluate the textbook at a low level. This shows that the frequency of use of the textbook package affects the ability of the textbook package. According to him, the use of textbooks in the classroom found that the frequency of use of textbooks had different effects before, during and after the PdP was carried out.

Not only that, a study by Zanariah & Fadzilah (2017) titled The implementation of the writing skills PdP in primary schools found that mastery of writing skills can help improve reading mastery because when students write or copy words or sentences, their brains will indirectly see and examine the words written. The frequency with which students write words correctly will allow students to read the words that are written, making it easier for them to remember the words. Indirectly writing skills that will strengthen the mastery of reading among students. Whereas, it can be directly assumed that the frequency of students with writing problems learning to write is guided by textbooks as a reference, imitation activities on writing are likely to make it easier for them to master writing skills. Therefore, such writing skills will strengthen their reading skills. In addition, the frequency of use of textbooks has also

shown positive feedback on student numeracy. This means that teachers and students can expand the mastery of mathematical skills in a standard way related to textbook references that are in line with the knowledge and level of thinking of students. This has been supported by Jamila (2012) study by saying that the frequency of use of textbooks can provide positive findings on the use of textbooks in teaching and learning activities of teachers and students in the classroom.

In conclusion, the frequency of teachers' habit of applying the use of textbooks in the classroom is actually able to have positive implications for students, especially on the ability of the use of textbooks that are used in helping to improve the mastery of numeracy of students with learning disabilities.

Objective Two

Identify the habits of mathematics teachers on the effectiveness of the contents of the revised mathematics textbook year one kssrpk primary school learning problems.

Based on these objectives, it is clear to discuss the habits of mathematics teachers on the effectiveness of textbook content among teachers and students with learning problems in primary schools. The findings of Mahidin (2018) show that the quality and effectiveness of the use of textbooks in the classroom is good. However, there are still no studies conducted related to KSSRPK textbooks for students with learning difficulties. Therefore, this study is necessary to identify the habits of teachers on the use of textbooks from the point of view of the effectiveness of the contents of the textbook.

In addition, a study by Bruhn & Hassellbring (2013) titled *Increasing Student Access to Content Area Textbooks* touched on the weaknesses of textbook content used in PdP in schools. The researchers found that students questioned the content in the textbooks they used and sometimes students did not get relevant information in the textbooks. As a result, students do not get the information they want through the textbook. Therefore, to address this issue and to maximize the usefulness of the textbook, the researcher is of the view that there is a need for careful selection so that it can be effectively adapted in the PdP.

Not only that, the statement is further reinforced through a study by Shahar (2018) titled *Mathematics textbooks Level One National Primary Schools in Malaysia: An Analysis* which states that the textbook becomes a major PdP material in schools. It serves as a reference for teachers and students to understand the requirements of the curriculum and syllabus of a subject. The production of the textbook covers all aspects of cognitive, psychomotor and affective development in accordance with the requirements of the curriculum and syllabus. The needs of the curriculum in the form of PdP in accordance with its use are translated through the accuracy of the planned content of the textbook. In general, textbooks are a standard source of information about a particular subject or field and are used by teachers for the learning process of students and teachers have a role in conveying the wishes of textbooks well to students through an approach that can attract students to learn concepts to the use of textbooks.

In addition, in the evaluation process to obtain quality textbooks, usually the assessment officer focuses on two important things, namely the problems found in textbooks such as the development of content and ideas that should exist as the desired learning content and the quality of the books (Selvarajah, 2015). In fact, the teacher's habits in applying the use of textbooks that include mastery of the content are also considered weak and should be taken into account by the teacher before starting teaching and learning sessions in the classroom. This is because the researchers argue that the habit of teachers who

underestimate the requirements of the content in the book actually have a bad impact on the teaching and learning objectives of students and more critically, students are not exposed to the correct numeracy. Therefore, the negative and unprofitable habits of teachers must be eradicated immediately before they become a habit in the teaching and learning routine of teachers and students in the classroom.

Furthermore, the evaluation of material such as this textbook will indeed be faced with findings about the advantages and disadvantages of the material studied. According To Abd Rahman (2019) explained that textbooks are less used and utilized by teachers and students because textbooks are considered of poor quality to be translated in the PdP process. This makes the original goal of achieving learning objectives is not achieved if only the textbook is used as a guide in PdP students. The results of the assessment by Suraya also found that the way the description of the contents of the textbook is a long essay. This causes the textbook to be the second choice in the PdP process for teachers and students. In addition, Abd Rahman (2019) in his study titled The impact of the use of videos and textbooks on Student Achievement, interest and motivation has supported Mohd's study Abd Rahman (2019) and he found that the contents of textbooks cannot be modified according to the current situation and even the contents of textbooks can only be changed if there is a change in the syllabus. This, in turn, makes the content of textbooks not in line with current information Developments. Boredom begins to envelop the reader after the data or information of the textbook is considered outdated.

In conclusion, this study is very important to study the habits of teachers on the effectiveness of the contents of the textbook of mathematics year one. Not only that, this study is also expected to motivate teachers on the importance of the use of textbooks in the classroom.

Recommendations in The Study

Textbooks are the main reading materials that have an impact on quality and value as a guide, support and reference for teachers when conducting teaching and learning both outside and in the classroom. Studies of this book have also shown positive results. However, the study of the habits of mathematics teachers on the use of this textbook should be continued from time to time. This can further improve the quality and quality of education in our country through the use of quality reading materials. Furthermore, in this research proposal, the researcher also gives the view that the Ministry of Education Malaysia can create the development of teacher motivation instruments for the use of textbooks better and carried out in series.

Not only that, Abdul Rahman et al (2019) noted that although it has been known that students ' academic performance varies according to their level of achievement, only a few teachers are trying to use modified techniques in their learning. Most teachers continue to use traditional methods such as memorizing and using worksheets without trying to give students an understanding of a topic as suggested in the textbook. Therefore, the habits of teachers must have good skills and attitudes in ensuring that students learning in the classroom can be implemented in a quality manner so that the ability of teachers and students can be improved to a better level, especially students with learning difficulties on the use of this mathematics textbook.

In addition, in this study proposal, the researcher also proposes that the textbook publishing division can create a checklist on methods and guidelines for the effective use of textbooks for new teachers. This is because, the teacher's expertise on the use of textbooks is still at a low level and the teacher needs to be well guided before they go far in their field of

work. As a result, the gaps in the functionality of textbooks can be overcome immediately before they step up in the field of technology use in the classroom.

Furthermore, at the institutional level, especially at the level of the Institute of Teacher Education Malaysia (IPGM), it is necessary to plan, formulate, build and create in the Pro Forma of IPGM studies on the functionality of the use of textbooks and suggestions for improving textbooks in the future for students who will become teachers so that they are given early exposure as one of the initiatives before they step into their respective fields of work.

Therefore, this study is also expected to help in further improving the habits and motivation of teachers when handling the use of Mathematics textbooks produced by the MOE against students with learning disabilities during learning activities carried out in the classroom in the future.

Conclusion

The habits of teachers in the use of Special Education year one Mathematics textbooks in primary schools discussed are based on the criteria of the Ornstein & Hunkins (1998) model which covers aspects of the frequency and effectiveness of textbook content. Furthermore, Ornstein & Hunkins (1998) model of standard material such as textbooks used to be able to add more knowledge of the standard criteria of the textbook in the context of PdP on pedagogical skills and habits of teachers for students with learning disabilities in elementary school. Not only that, the selection of text criteria by Ornstein is made because the criteria of the textbook covers all aspects specified in a textbook. This is expected to help this study because it has aspects that are touched on a textbook more effectively.

Therefore, the effectiveness implemented is expected to help teachers' habits to understand more about the attitude and role of teachers themselves in ensuring that the pedagogical knowledge conveyed is in accordance with the requirements and guidelines in the DSKPPK relevantly in the classroom.

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