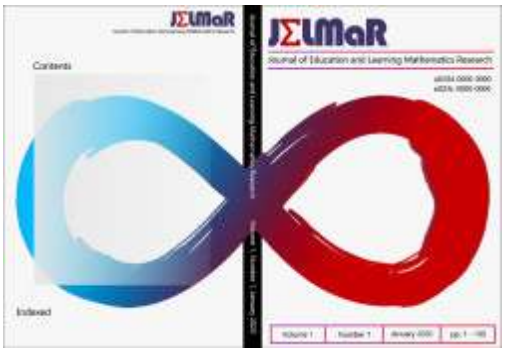

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Identification of Dyscalculia Characteristics Based on Mathematics Examination Results in Students with Physical Disabilities

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***Abstract**: This study aims to identify and describe the characteristics of dyscalculia in seventh-grade students with physical disabilities at SLB-BCD YPAC Jember. Students with physical disabilities often face dual challenges, namely physical limitations and potential specific learning difficulties such as dyscalculia. Using a descriptive qualitative approach, this study analyzed data from mathematics exam results, in-depth interviews with accompanying teachers, and classroom observations. The subjects were two students with physical disabilities who showed indications of learning difficulties in mathematics. The results showed clear manifestations of dyscalculia characteristics in both subjects. The main findings include: (1) difficulties in comparing and ordering numbers (numerical aspect); (2) weaknesses in visual-spatial perception for recognizing geometric shapes (geometric aspect); (3) procedural errors in basic arithmetic operations such as subtraction involving the concepts of place value and borrowing; and (4) difficulties in applying mathematical concepts to practical word problems. The conclusion of this study confirms that students with physical disabilities can exhibit complex dyscalculia profiles, which require individually tailored assessment strategies and learning interventions.*

***Keywords**: dyscalculia, physical impairment, analysis of mathematics exam results*

INTRODUCTION

Inclusive education is an educational approach that provides learning opportunities for all students, including those with special needs or disabilities, to learn together in the learning process (Pertiwi & Dewi, 2023, p. 1034). Students in Special Schools (SLB) have unique characteristics that are different from students in general schools, so they require a special approach in learning, including mathematics (Sari et al., 2020, p. 89). Therefore, it is very important to understand and identify mathematical problems in children with special needs in order to provide appropriate learning strategies and approaches to hone children's potential in learning mathematics (Husniah et al., 2022, p. 36). Tamrin et al. (2024, p. 6). This is due to the cognitive and social limitations they experience, such as a lower complex thinking IQ compared to students in general.

Identification of learning difficulties in children with special needs (Habsy et al, 2023, p. 716) states that learning difficulties experienced by children with disabilities in Special Needs Schools (SLB) can be caused by various factors. Some of these factors include below-average intelligence, lack of self-confidence, developmental disorders, lack of interest in certain materials, difficulty managing time, and a tendency to procrastinate. Special Needs Schools are educational institutions that focus on developing the potential of students with special needs. Those who experience learning difficulties due to physical, emotional, or mental-social disorders, but possess exceptional intelligence and talents, receive educational services tailored to their needs at SLB (Tumanggor et al., 2023, p 27). It's important to emphasize that every child with learning difficulties has unique characteristics and needs. Therefore, it cannot be assumed that two children with the same learning difficulties will face similar challenges (Aisah et al., 2024, p. 176). Children who have specific learning difficulties may experience difficulties in certain areas, such as reading

(dyslexia), writing (dysgraphia), or arithmetic (dyscalculia), while their abilities in other subjects may not be affected (Shiddiq & Hardiansyah, 2022, p. 5). The 2022 PISA results show that 81.7% of students in Indonesia have not reached the basic level of proficiency in mathematics (Level 2) (OECD, 2023, p. 317). This means that they still have difficulty applying mathematical concepts, especially in questions involving numbers other than whole numbers or questions with unclear instructions.

Disabled people, also known as people with disabilities, are people with certain disorders, who have special characteristics and needs (Firdaus et al., 2022, p. 327). There are 6 types of disabilities, namely blindness, speech impairment, deafness, mental retardation, physical impairment, and autism (Safiro et al., 2024, p. 172). Physical disability is a condition characterized by abnormalities or imperfections in the muscular, nervous, joint, or skeletal systems. This condition can interfere with a person's development, growth, communication, and motor skills (Syarief et al., 2022, p. 276).Limitations in movement can appear before birth, at birth, or after birth, caused by abnormalities in the bones, muscles, and joints, which have an impact on general body functio (Faira & Nurhastuti, 2022, p. 7).

The term "dyscalculia" is used to refer to specific mathematics learning difficulties (Rahmawati et al., 2024, p. 22). According to experts, the characteristics can be grouped into three main types of difficulties. First, weaknesses in understanding basic number concepts (core number sense), which include difficulties in ordering numbers, understanding quantity, and visualizing number lines (Lutfiyah et al., 2023, p. 697). Second, disturbances in the memory system, which result in difficulty memorizing basic arithmetic facts such as addition and multiplication, as well as remembering procedural steps (Mutiani & Suyadi, 2020, p. 105). Third, difficulties in visual-spatial processing, which manifests in confusion in differentiating geometric shapes and mathematical symbols. In addition to the cognitive domain, other characteristics that often accompany dyscalculia are the emergence of high anxiety towards mathematics and unstable concentration.$(+,-,\times,\div)$ (A. Rahmawati & Witono, 2023, p. 226).

Initial observations at SMPLB-BCD YPAC Jember found strong indications of mathematics learning difficulties in several students with physical disabilities, with symptoms consistent with the characteristic profile of dyscalculia. Specifically, observations indicated that students experienced difficulties in various domains, ranging from basic conceptual understanding (e.g., confusion about the differences between "more than" and "less than"), memory (e.g., forgetting formulas or recently given instructions), to practical application (e.g., difficulty counting change). These findings were reinforced by interviews with accompanying teachers who confirmed the students' need for extra guidance, and were supported by their low achievement in mathematics exams. This identified set of difficulties aligns with research (A. Rahmawati & Witono, 2023, p. 226). which states that dyscalculia can be triggered by various factors, including visual impairments and difficulty integrating knowledge when understanding word problems. This strong indication in the field, supported by the literature, underpins the urgency of research to identify and describe the characteristics of dyscalculia in greater depth in students with disabilities at the SLB-BCD YPAC Jember.

METHOD

This study applies a qualitative approach with descriptive methods. The focus of the study is to identify and describe the characteristics of dyscalculia manifested in seventh-grade students with physical disabilities at SLB-BCD YPAC Jember, which are analyzed based on their mathematics test results. The research subjects were selected purposively (purposive sampling), consisting of two students (hereinafter initialed as S1 and S2) who showed indications of learning difficulties in mathematics. The determination of these subjects was based on the recommendation of the accompanying teacher and the achievement of low mathematics scores.

Data collection was conducted through three main techniques: documentation, observation, and in-depth interviews. The instruments used included documentation guidelines, interview guidelines, and an observation checklist containing indicators of dyscalculia characteristics. Documentation focused on analyzing the mathematics exam results of both subjects to identify error patterns covering number concepts, arithmetic operations, word problem solving, and visual-spatial perception. The exam analyzed for undergraduate subjects consisted of 30 questions, while for postgraduate subjects, it consisted of 25 questions. This difference in the number of questions was adjusted to each student's ability, using multiple-choice and short answer formats. Furthermore, observations were conducted during the mathematics learning process to directly observe how students received instructions and completed assignments. Meanwhile, in-depth interviews with the accompanying teachers aimed to obtain qualitative information regarding the history of specific difficulties experienced by students and the strategies implemented by the teachers.

This research data analysis uses the interactive model from Miles and Huberman (1994) which consists of three simultaneous flows: data reduction, data presentation, and conclusion drawing. The first stage is data reduction, which is the process of selecting, focusing, and summarizing all relevant raw data from documentation, observations, and interviews. The reduced data is then presented systematically in the form of a descriptive narrative to provide a complete picture of the research findings. In the final stage, the researcher draws conclusions by interpreting the presented data and connecting it with the theoretical framework to comprehensively describe the characteristics of the subjects' dyscalculia.

RESULTS AND DISCUSSION

1. S1 Subject

Based on the image of the following math exam results, the cross (X) indicates the answer chosen by the subject, while the circle (O) indicates the teacher's correction of the correct answer.

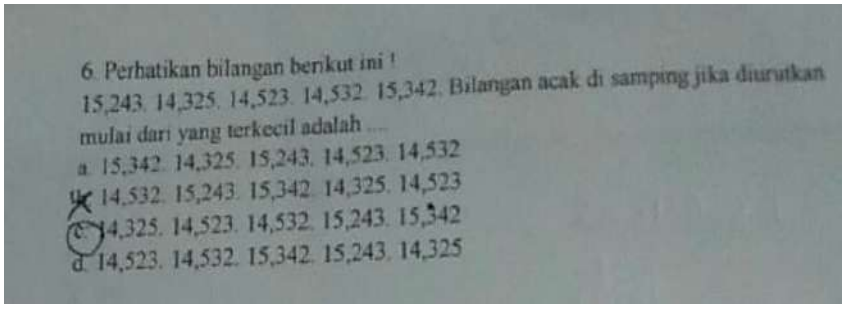

Figure 1. Results of the Mathematics Exam for Subject S1, Question No. 6

The analysis of the exam results for Subject S1 focused on identifying error patterns that indicated dyscalculia. Subject S1 was able to answer questions 1 through 5 correctly. Therefore, starting with question 6, which was the first question in which the subject made an error. Based on the image of question 6, Subject S1 incorrectly answered the question that asked to order five numbers from smallest to smallest. Subject S1's choice of option b indicates difficulty in the systematic comparison process between numbers. This error was seen because S1 did not start with the smallest number (14,325) and mixed the order irregularly. The analysis of the exam results was reinforced by classroom observation notes, which showed that S1 often appeared hesitant and took a long time when comparing numbers. Interviews with students revealed that they felt dizzy when seeing the hundreds digit after the thousands digit. Therefore, they only ordered the thousands digit and did not order the hundreds digit because they felt the same. Interviews with the accompanying

teacher confirmed this difficulty. She explained that S1 often appeared confused and very slow when faced with the task of ordering numbers. According to him, S1 can identify the first number (for example 14 is smaller than 15), but has difficulty comparing the following numbers sequentially and systematically, it can be concluded that subject S1 shows characteristics of dyscalculia which include difficulty in comparing the magnitude of numbers, difficulty in ordering numbers, and weak understanding of number concepts.

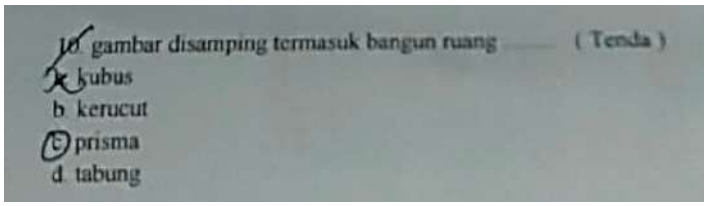

Figure 2. Results of the Mathematics Exam for Subject S1, Question No. 10

Similar errors related to the comparison and ordering of numbers were also found in subject S1's answers to questions 7, 8, and 9. Next, we will discuss the error patterns in different aspects found in question number 10. In question number 10, subject S1 was asked to identify a geometric figure based on a picture of a tent and answered incorrectly. S1 chose the option "cube" even though the picture represents a "prism" geometric figure. Based on the results of this math exam, which is in line with observation notes regarding S1's difficulty in distinguishing three-dimensional objects during class learning. The results of the student interview, the student stated that when looking at the picture like a box and answered cube. The results of the interview with the accompanying teacher strengthened this analysis. He revealed that S1 did have weaknesses in geometry material, especially in terms of visual-spatial perception. According to the teacher, S1 had great difficulty recognizing geometric figures if only presented in the form of pictures and often mixed up in mentioning the names of geometric figures such as cubes, cuboids, and prisms. It can be concluded that subject S1 experienced visual-spatial perception disorders related to geometric objects and had difficulty in recognizing and distinguishing geometric figures.

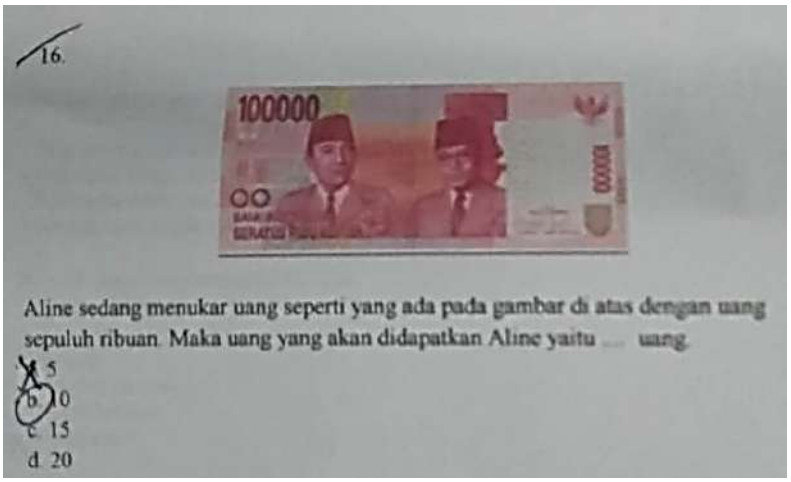

Figure 3. Results of the Mathematics Exam for Subject S1, Question No. 16

The same pattern of difficulties in the visual-spatial perception domain, such as errors in identifying geometric shapes, was also found in questions 11 to 15. A different pattern of errors was then found in question 16. Based on question 16, S1 again answered incorrectly when asked to calculate the number of ten thousand notes from exchanging one hundred thousand notes. S1's answer of 5 notes indicated an error in calculation or understanding of the exchange rate. Analysis of this test result, which was supported by observational findings that S1 often had difficulty translating story problems into mathematical

operations, was reinforced through interviews. The results of student interviews revealed that students knew that it was 100,000 (one hundred thousand) from pictures and knew that 10,000 (ten thousand) was through pictures or real money. However, students were confused when exchanging 10,000 (ten thousand) notes, which expressed confusion about the number of 0s (zeros). The results of interviews with the accompanying teacher confirmed this difficulty. He explained that S1 often experienced difficulties when math problems used numbers in the thousands or larger, especially in the context of practical story problems. According to the teacher, S1 tends to be confused by the large number of zeros and often makes basic calculation errors such as division when faced with large numbers, indicating that the subject has difficulty in basic mathematical operations such as division, especially with large numbers.

Based on data analysis from documentation, observations, and interviews, subject S1 exhibited a series of dyscalculia characteristics. These findings were manifested in two main aspects. First, in the numerical aspect, S1 demonstrated difficulties in comparing and ordering numbers, weak understanding of number concepts, and difficulties in basic mathematical operations such as division by large numbers that involve understanding the value of money. Second, in the geometric aspect, S1 also demonstrated difficulties in visual-spatial perception related to geometric objects and in recognizing and distinguishing geometric shapes.

2. S2 Subject

Based on the image of the following math exam results, the cross (X) indicates the answer chosen by the subject, while the circle (O) indicates the teacher's correction of the correct answer.

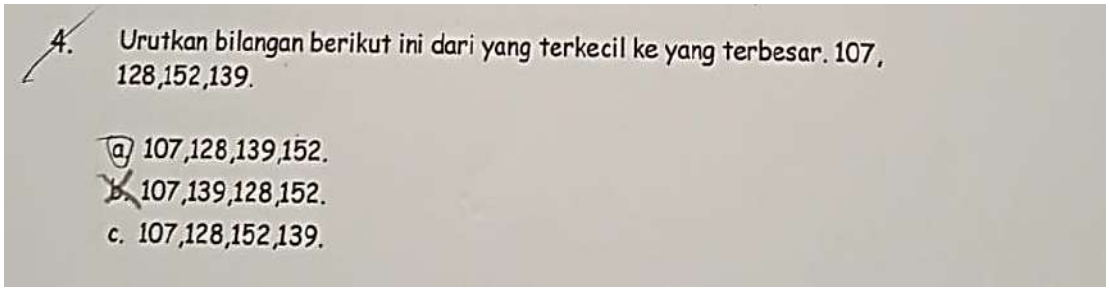

Figure 4. Results of the Mathematics Exam for Subject S2, Question No. 4

The analysis for Subject S2, similar to the previous subject, focused on identifying error patterns that indicate characteristics of dyscalculia. Based on the exam results, Subject S2 was able to answer questions 1 to 3 correctly. Therefore, the discussion began with question number 4. In question number 4, Subject S2 gave an incorrect answer when asked to order numbers from smallest to largest. S2 chose option b (107, 139, 128, 152), with a specific error in placing the number 139 before 128. Based on the results of this mathematics exam, which was reinforced by observational data that noted S2's tendency to lose focus when working on tasks that require concentration. The results of student interviews revealed that the student did not know how to answer the questions. The results of interviews with the accompanying teacher showed that S2 often showed difficulty in tasks involving ordering numbers. According to the teacher, S2 tended to rush and was not systematic in comparing numbers. He also observed that S2 frequently made specific errors in comparing tens, as in this case where S2 incorrectly placed 139 before 128. These difficulties are characteristic manifestations often found in individuals with specific mathematical learning difficulties, such as dyscalculia.

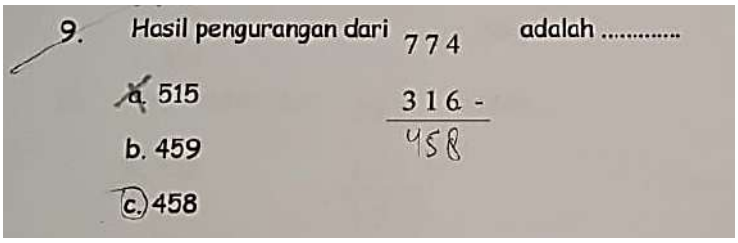

Figure 5. Results of the Mathematics Exam for Subject S2, Question No. 9

Analysis for Subject S2, similar to the previous subject, focused on identifying error patterns indicative of dyscalculia characteristics. Based on the test results, Subject S2 was able to correctly answer questions number 5 to 8. On question number 9, Subject S2 made an error in the subtraction operation 774 − 316. S2's incorrect answer (515) showed errors across all digits, indicating substantial difficulty. This test analysis is corroborated by observations of how S2 appeared confused and incorrect in applying the borrowing procedure during in-class exercises. Student interview results revealed confusion in addition, subtraction, multiplication, and division operations, specifically regarding borrowing. Interview results with the accompanying teacher provided important context for the answer to this question. The teacher explained that S2 initially could not complete this subtraction problem independently and provided an incorrect answer. The teacher had to provide step-by-step guidance, especially on the concept of borrowing. According to the teacher, S2 consistently demonstrated difficulty in following multi-step calculation procedures and often became stuck or stopped if not assisted. Specifically, this indicates an impairment in understanding and applying the borrowing procedure and the concept of place value, which are common manifestations of dyscalculia.

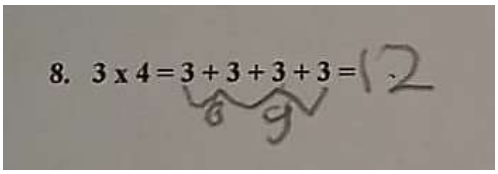

Figure 6. Results of the Mathematics Exam for Subject S2, Question No. 8, Short answer

The analysis of Subject S2 focused on identifying the characteristics of dyscalculia, which are reflected not only in the pattern of answer errors but also in the process of working on the questions. Based on this principle, questions 1 through 7 were not discussed in depth because they were correctly solved by S2 without showing any significant difficulties. Therefore, the analysis began with the first finding, namely question number 8, which was in the form of a short answer. In question number 8, subject S2 demonstrated the ability to process the question correctly, where he was able to explain the concept of multiplication as repeated addition. The results of the student interview revealed that he was able to answer but took a long time and calculated sequentially. He was not confident in answering the questions, so he always repeated the calculations. The results of the interview with the accompanying teacher. The teacher explained that S2 took a very long time to solve this simple problem because his focus was easily distracted. The teacher stated, "For question number 8, he can, but it takes a long time. His attention is easily broken; even the slightest sound or seeing his friends move is distracting." Although S2 has a conceptual understanding of this problem, attention or concentration difficulties are a barrier to his learning.

Based on data analysis from documentation, observations, and interviews, it was identified that subject S2 exhibited a series of dyscalculic characteristics. These findings manifested in several aspects. In the numerical aspect, S2 demonstrated difficulty in comparing magnitudes between numbers and systematically sorting. Furthermore,

substantial difficulties were found in basic arithmetic operations, particularly subtraction. These errors specifically indicated a disturbance in understanding borrowing procedures and the concept of place value. Furthermore, attentional difficulties were also found, with S2 taking a very long time to work on problems that he actually understood conceptually.

CONCLUSION

Based on the analysis of test results and supporting data, this study concluded that seventh-grade students with disabilities at SLB-BCD YPAC Jember exhibited diverse dyscalculia characteristics. The identified characteristics consistently encompassed three main domains: (1) Numerical Domain: fundamental difficulties in comparing, ordering, and understanding the place value of numbers; (2) Procedural Domain: failure to apply basic arithmetic algorithms such as subtraction using borrowing; and (3) Visual-Spatial Domain: errors in identifying and distinguishing geometric shapes. These findings imply that assessments for students with disabilities should not only focus on their motor skills in writing, but should also deeply evaluate the cognitive processes underlying their mathematical abilities. As a suggestion, it is recommended to develop diagnostic instruments that are sensitive to these diverse dyscalculia profiles and to implement multisensory learning strategies to help bridge the conceptual difficulties they face.

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