The Effects of Using Spin Wheel Media on Counting Ability of Tunagrahita Students

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Abstract: This study aims to determine the effect of spin wheel media on the counting ability of tunagrahita students in class IV at SLB Negeri 2 Yogyakarta. This study used the one-group pre-test-post-test research method. Data collection in this study used written tests, and data analysis methods used non-parametric statistical data analysis techniques with the Wilcoxon Signed Rank Test (Wilxocon marked rank test) with the help of SPSS version 20. The results of Z value = -2.236 with Asymp Sig were obtained from the analysis results obtained in this study. (2-tailed) 0.025, which is below 0.05. From these results, it can be interpreted that Ho is rejected and Ha is accepted at an initial significance of 5%. Therefore, the hypothesis in this study, "There is an effect of using rotating wheels on the numeracy skills of tunagrahita students in class IV at SLB Negeri 2 Yogyakarta" can be accepted as true. So, this study can be concluded that there is an effect of using spin wheel media on the counting ability of grade IV tunagrahita students at SLB Negeri 2 Yogyakarta.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media spin wheel terhadap kemampuan berhitung siswa tunagrahita kelas IV di SLB Negeri 2 Yogyakarta. Penelitian ini menggunakan metode penelitian one group pre-test post-test design. Lokasi penelitian ini yaitu dilaksanakan di SLB Negeri 2 Yogyakarta dengan subyek penelitian yaitu satu rombongan belajar siswa kelas IV yang berjumlah 5 siswa. Pengumpulan data dalam penelitian ini menggunakan tes tertulis dan metode analisis data dalam penelitian ini menggunakan teknik analisis data statistik non parametrik dengan uji Wilcoxon Signed Rank Test (uji rangking bertanda wilxocon) dengan bantuan SPSS versi 20. Dari hasil analisis yang sudah diperoleh dalam penelitian ini yaitu mendapatkan hasil nilai Z = -2.236 dengan Asymp Sig. (2-tailed) 0,025 yang berada dibawah 0,05. Dari hasil tersebut dapat diartikan bahwa Ho ditolak dan Ha diterima pada paraf signifikan 5%. Oleh karena itu, hipotesis dalam penelitian ini berbunyi "Ada pengaruh penggunaan media spin wheel terhadap kemampuan berhitung siswa tunagrahita kelas IV di SLB Negeri 2 Yogyakarta" dapat diterima kebenarannya. Jadi, penelitian ini dapat disimpulkan bahwa ada pengaruh penggunaan media spin wheel terhadap kemampuan berhitung siswa tunagrahita kelas IV di SLB Negeri 2 Yogyakarta.

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A. Introduction

Education is a conscious and planned effort to create learning conditions and learning processes so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, and noble character, and have the skills needed by themselves, society, nation, and state. State (Law No. 20 of 2003). The function of education in the national education system states, "National education functions to develop capabilities and forms noble national character and civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings of faith and fearing God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen" (Nuraisyah & Aprilia, 2022).

Children with special needs have the same rights to obtain education as children in general so they can live independently despite their limitations. As a result of the limitations they have, such as physical, intellectual, mental, and social limitations, it is necessary to have special education so that they can maximize their self-development abilities so that they are better trained.

Children with mental retardation have deficiencies or limitations in terms of intellectual mentality. They are below the average, so they experience academic, communication, and social difficulties and require special education services (Sormin & Kumalasari, 2019). tunagrahita students are children with halted or incomplete mental development, which is characterized by skills defects during their development, thus affecting all levels of intelligence, namely cognitive, language, motor, and social abilities (Yunita et al., 2020) because this child has cognitive barriers so that in the teaching and learning process it is very likely to experience problems or difficulties in learning.

Mathematics has an important role in the world of education and in dealing with everyday life problems. Mathematics becomes mandatory learning in a formal structure education curriculum, including special formal education units, namely Special Schools. Mathematics is the basis for calculating, which is very influential in the daily life of children in the future (Suryadi & Armanto, 2023). The purpose of giving mathematics lessons is so children can think logically, systematically, critically, analytically, and creatively and develop self-confidence and perseverance in solving problems. The importance of learning mathematics is because mathematics is one of the subjects that must be taught in schools from elementary to tertiary education. Even in Kindergarten, mathematics has begun to be taught (Amalia & Khoruddin, 2023).

Counting is the basis of knowledge such as understanding, division, subtraction, or multiplication. Counting in a broad sense is one of the most important skills in everyday life. All human life activities need this ability. One branch of mathematics is arithmetic. Counting is related to logical-mathematical intelligence as the ability to use numbers (Wulandari, 2016).

Counting is a part of mathematics that is difficult for most children to learn. As a result, children find it difficult to learn mathematics and get bored or bored easily, so their

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learning outcomes could be better. Counting in children is the development of basic skills that must be prepared. To be able to develop numeracy skills and make it easier to learn to count, when learning to count, it is necessary to use interesting learning media so that learning material can be conveyed.

Based on the observations made by researchers at SLB Negeri 2 Yogyakarta, the researcher found a problem: a group of fourth-grade SDLB students needed help calculating the sum between 1 to 15. The researcher saw that these children counted the sum between 1 to 15, only about 2 to 15. Only three people and the rest can only count between 1 and 10. In addition, media use in learning mathematics still needs to be improved. This can be seen when the researcher observed that the teacher only used PowerPoint media during the learning process of counting.

Children with mental retardation who can think slowly, and get bored easily, need concrete and interesting learning to practice their abilities. In addition, in learning mathematics, children need to be actively involved in mental, social, and physical learning activities. One way to involve children in learning is to use learning media. Besides that, media is also useful for teachers in conveying learning material. With the right media, the learning process can take place effectively, and learning objectives are more easily achieved (Ulfa & Nasryah, 2020), one of which is learning to use a spin wheel. The spin wheel is a game with a circular shape, a directional needle, and several sections that can be filled according to the material to be conveyed. The swivel wheel is played by rotating according to its axis and stopping at a circular part. Spinning wheel learning media is expected to help tunagrahita learn arithmetic activities.

Spin Wheel is a learning medium included in the type of visual media. Spin or spin wheel media contains different types of selected images and certain questions (Maulya et al., 2021). Media The rotary wheel is a spherical tool that can move and rotate or rotate, which can be used as a learning medium. The dial wheel, usually filled with numbers for learning media, is filled with terms from the material that will be delivered later. This smart wheel board consists of directional needles and serial number tiles. The contents of this smart wheel are adjusted to the problems to be discussed in each number (Chairina, 2022).

The rotating wheel media provides benefits in learning in SLB. Through the media of a rotating wheel, students can learn while playing. This is because the existing rotary wheel media can rotate if students or teachers move it by rotating it. When moving or playing with the media, students are also enthusiastic about learning and working on the questions given by the teacher. In addition to moving media, rotating wheel media is packaged in various colors adapted to elementary school students' learning characteristics. This is also in line with Arsyad's opinion, which states that if the rotary wheel media is implemented in learning, it has the advantage of being fun, entertaining, and interesting to do to enable students' active participation in learning (Solichah & Syafi'i, 2021).

As for several previous studies, it has been proven that the use of rotary wheel media can affect student learning outcomes, including research conducted by Juhaeni et al (2022), which states that there is a significant influence on the use of spinning wheel media on the

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mathematics learning outcomes of class VI MI Al-Karim Surabaya. Subsequent studies by Tia et al (2023) show that in cycle II, the domain of students' knowledge in social studies subjects obtained a classical percentage of 89.65% and Indonesian of 93.10%. The results of student skills also increased where in the first cycle, social studies material with a percentage of 68.96 increased in the second cycle to 89.65%, and the Indonesian language obtained in the first cycle 65.51% increased in the second cycle to 89.65%. So, using rotary wheel media can improve student learning outcomes in class IV SD 1 Payaman Kudus.

Based on the formulation of the problem above, the research objective in this study was to determine the effect of using Spin Wheel media on the numeracy skills of tunagrahita children in class IV SLB Negeri 2 Yogyakarta.

B. Method

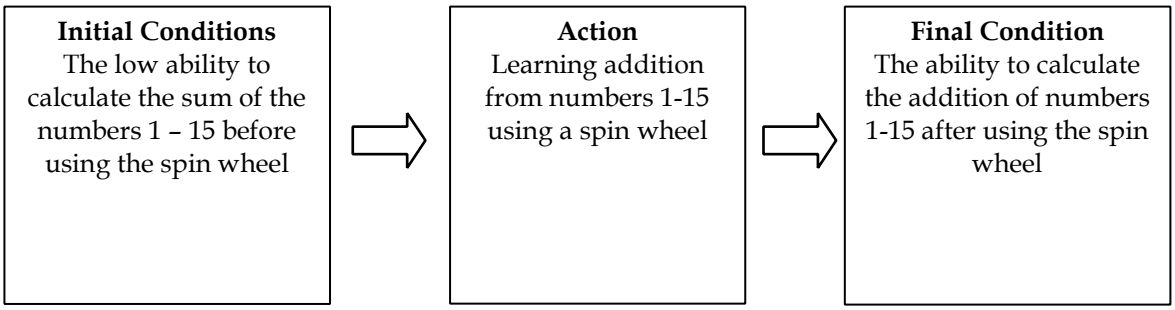

Figure 1. Research Thinking Framework

This research was conducted at SLB Negeri 2 Yogyakarta. This type of research is quantitative or the positivistic, scientific, and discovery method because this method can be discovered and developed as new science and technology (Utami, 2021). This research uses one pre-test-post-test group. This research design is due to the limited number of study group students at SLB Negeri 2 Yogyakarta, so there is only one group and no control comparison group. The population of this study was tunagrahita students in class IV SLB Negeri 2 Yogyakarta, which consisted of 5 students. Research data collection techniques using written tests with short answers. The test material used in this study is summation material using pictures and numbers 1 to 15. Data analysis techniques in this study used quantitative analysis techniques, namely non-parametric measurement techniques, namely marked ranking test analysis techniques *Wilcoxon* (*Wilcoxon's Sign Rating Test*).

C. Results and Discussion

Results

1. Student Data Before Getting Treatment

Preliminary test data results (*pre-test*) numeracy skills of class IV SLB Negri 2 Yogyakarta students before being given *treatment* presented in the form of a value description as follows:

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Table 1. Sign *Pre-test*

No	Student's name	Sign *Pre-test*
1	IA	60
2	DRP	30
3	MSRZ	40
4	FAR	55
5	NCP	30

On the implementation pre-test or the initial test, namely by using a competency test carried out in class IV and it can be seen that student achievement is as follows:

a. IA student
   IA students in this research competency test are cheerful and enthusiastic about learning, but sometimes IA likes to be in a sudden *bad mood*. IA can already count the number of objects, recognize and name symbols of numbers, and can add numbers using both objects and number symbols. In the initial competency test, IA got a score of 60.
b. DRP students
   This DRP student is a quiet, shy student and must always be cared for because this DRP student sometimes likes to daydream. In DRP learning, there are a few things that could be improved with counting. Getting to know and mentioning the symbols of DRP numbers can and must always be accompanied. It can be done for activities to calculate the number of DRP objects, but calculating the total DRP still requires assistance. The initial competency test result for this DRP student was 30.
c. MSZ students
   MSRZ students are active, cheerful, eager to learn, and obedient. This MSRZ is a student who can already say numbers but likes to turn upside down and miss. MSRZ has been able to count the number of objects in the competency test, but in the counting activity, the addition of MSRZ still needs help. Competency test results *pre-test* This MSRZ gets a score of 40.
d. FAR students
   These FAR students are cheerful, active, and have high spirits. This FAR can recognize and mention the symbols of numbers. In sorting the numbers, FAR students can, but sometimes they still like to go back and forth and forget. In counting the number of objects, FAR students are already able and capable of calculating the sum of numbers. However, these FAR sometimes need clarification and often ask for right or wrong answers on the competency test results. *Pre-test* This FAR gets a score of 55.
e. NCP students
   NCP students are cheerful, active, and always enthusiastic. In the competency test, this NCP could count the number of objects. However, in sorting the numbers, the NCP still needed help because in sorting the number symbols backward and then adding up, the NCP still miscalculated, needed clarification, and doubted the answer. The results of the NCP pre-test competency test get a score of 30.

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Of the five tunagrahita students in class IV SLB Negri 2 Yogyakarta, the ability to recognize and name numbers is quite good. However, in adding numbers, they still need help and need help. In this school, learning to count the addition of numbers is usually delivered using power Point (PPT). Submission of numeracy material using the media spinning wheeling SLB Negeri 2 Yogyakarta has never been implemented, even though delivering material using various media is very important because it can make students not get bored easily. Hence, they are more enthusiastic during learning and can make students more active. Using a media spinning wheel in giving treatment, It is expected that students will be able to recognize numbers 1-15 and count the number of numbers. Treatment given by the researcher to the students was carried out in 5 meetings to determine whether there was an effect on the numeracy skills of tunagrahita students before and after being given treatment using a media spinning wheel.

2. Student Data After Getting Treatment

Results post-test or the final data in this study used a competency test for numeracy skills of tunagrahita students in class IV SLB Negri 2 Yogyakarta after getting treatment or treatment can be seen in the following table:

Table 2. Sign *Post-test*

No	Student's name	Sign *Post-test*
1	IA	90
2	DRP	60
3	MSRZ	70
4	FAR	85
5	NCP	60

Value data results from the pre-test before given treatment and data values post-test once given treatment by using the media spinning wheel above can be presented in the form of tables and graphs of comparison of values before they are obtained treatment and after getting treatment as follows:

Table 3. Value Comparison Pretest dan Postest

No	Student's Name	*Pre-test*	*Post-test*
1.	IA	60	90
2.	DRP	30	60
3.	MSRZ	40	70
4.	FAR	55	85
5.	NCP	30	60
Mean		43,00	73,00

The comparison table above shows the competency test scores before and after treatment, showing large differences. The table above shows the average values before being

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awarded treatment or pre-test, showing a value of 43.00%. In comparison, the average value after being given treatment or post-test post-test shows a value of 73.00%.

Discussion

The analysis test in this study was carried out by comparing the Asymp Sig (2-tailed) with a significant level (α), which then determines the decision to accept or reject the null hypothesis. Based on the data from the analysis conducted by the researcher, in the competency test of tunagrahita students in class IV, probability = 0.025 <0.05, then Ha is accepted, and Ho is rejected, with the following table:

Table 4. Conclusion of Research Results

Hypothesis	Asymp. Sig. (2-tails)	Significance Level (α)	Conclusion
Null Hypothesis: There is no influence of the media use spinning wheel about the numeracy skills of grade IV tunagrahita students at SLB Negeri 2 Yogyakarta.	0,025	0,05	The null hypothesis is rejected
Alternative hypothesis: There is the influence of the media's spinning wheel about the numeracy skills of grade IV tunagrahita students at SLB Negeri 2 Yogyakarta.	0,025	0,05	The alternative hypothesis is accepted

The conclusion table above can be seen if Asymp. Sig (2 tails) on analysis Wilcoxon shows 0.025, below 0.05, then Ha is accepted, and Ho is rejected. The hypothesis in this study states that "There is an influence spinning wheel regarding the ability of tunagrahita students in class IV SLB Negeri 2 Yogyakarta. "The truth can be accepted.

In this study, there are differences in the implementation of data acquisition in the average value pre-test or the value before being treated, and the average value post-test or the value after being given an effective treatment. The results obtained from the value data show the average value before treatment or treatment = 43.00, while the average value after treatment or treatment experienced an increase of 73.00. So it can be concluded that there is an increase in value or the ability to count on research subjects or respondents. The increase in value in the respondents in this study must also be measured as to whether it is significant. The researcher uses non-parametric statistical test measurements, such as Wilcoxon's Sign Rating Test, to determine whether it is significant. From the analysis results obtained, the researcher sees several probabilities from the test results Wilcoxon, which is then compared with a significant level of 0.05. The data in this study, which has been analyzed, shows a probability number = 0.025, which means that the number is far from 0.05, which is the maximum limit. From the research data above, if the probability number is > 0.05, then Ho is accepted, and if the probability number is <0.05, then Ho is rejected. Therefore, researchers can conclude that the null hypothesis in this study is "No effect the

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use of spin wheel media on the arithmetic skills of tunagrahita students in class IV SLB Negri 2 Yogyakarta "cannot be accepted as the truth.

The results of research from IA students are students who are cheerful and enthusiastic about learning, but sometimes IA likes to be in a sudden bad mood. IA can already count the number of objects, recognize and name symbols of numbers, and add numbers using both objects and number symbols. In the initial competency test, IA scored 60, but after treatment, a student scored 90.

This is an increase in value pre-test Thatpost-test. At the time of given treatment, IA was very happy and excited, but on the first day of the IA student meeting, there were only a few bad moods, but to return. The researcher also tried to invite these IA students to talk.

Then DRP students are students who are quiet and shy and must always be cared for because these DRP students sometimes like to daydream. In DRP learning, there are a few things that could be improved with counting. Getting to know and mentioning the symbols of DRP numbers can and must always be accompanied. It can be done for activities to calculate the number of DRP objects, but calculating the total DRP still requires assistance.

The initial competency test result for this DRP student was 30, and when given the final competency test (pre-test), DRP gets a value of 60. When giving treatment, This DRP must always be talked to and paid attention to by other friends because DRP is a shy and quiet child in class. From the results of the value competency test, post-test post-test DRP, there is an increase in the value of the result pre-test.

MSRZ students are active, cheerful, eager to learn, and obedient. This MSRZ is a student who can already say numbers but likes to turn upside down and miss. MSRZ has been able to count the number of objects in the competency test, but in the counting activity, the addition of MSRZ still needs help. Competency test results pre-test This MSRZ gets a score of 40, while in the final results of the competency test (post-test post-test), This MSRZ gets a value of 70, which is an increase from the results of that value pre-test to assess post-test. When given material to count the number of pieces or objects, MSRZ students can count. However, when calculating the sum, they experience difficulties and sometimes even need clarification and help from the teacher.

Then FAR students are students who are cheerful, active, and have high spirits. This FAR can recognize and mention the symbols of numbers. FAR students can sort the numbers, but sometimes they still like to go back and forth and need to remember. In counting the number of objects, FAR students are already able and capable of calculating the sum of numbers. However, these FAR sometimes need clarification and often ask for right or wrong answers on the competency test results. Pre-test This FAR gets a score of 55, while the final competency test results score (post-test post-test) has increased by 85. So there has been an increase in learning using the media spinning wheel.

Finally, NCP students are cheerful, active, and always enthusiastic. In the competency test, this NCP could count the number of objects. However, in sorting the numbers, the NCP still needed help because in sorting the number symbols backward and then adding up, the NCP still miscalculated, needed clarification, and doubted the answer.

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Competency test results pre-test NCP gets a score of 30 while the score results from post-test NCP has increased, namely getting a value of 60. From the results of this value, it can be seen if there is an increase in the results of the value competency test post-test precious pre-test.

Children with mental retardation have a below-average level of intellectual intelligence, so knowing their development requires services or assistance in their education. tunagrahita children have weak memory and get bored quickly. Besides that, the attention of tunagrahita children can easily move in an instant, especially in paying attention to learning activities (Al Irsyadi, 2015).

This term means that children whose intelligence is far below average are characterized by disabilities in academic, social, and communication tasks and thus require special education services. Based on the problems of tunagrahita children above, tunagrahita children need learning media to help them learn activities such as counting. To instill the basic concepts of arithmetic in tunagrahita students, special techniques are needed to make it easier for students to understand these concepts. The technique and guidance are to provide learning to count using learning media. Using media to convey learning material can help students understand learning, especially in arithmetic.

The learning media used in this research is the media spinning wheel in learning to count tunagrahita students in class IV at SLB Negri 2 Yogyakarta. Use of learning media spinning wheel This method uses media with pictures of fruit and numbers where students can play their media so that using this media, students play an active role in learning and can help implement learning to count.

Spinning wheel learning media is media in the form of a circle that can rotate according to its axis until it stops at one part of the circle (Putri & Masitoh, 2020). Then this opinion is corroborated by (Khairunnisa, 2017) that the rotating wheel media is a circular learning media that can be rotated and has parts/sectors. The wheel or spinning wheel has arrows that indicate that the deposit's spinning wheel will stop.

In this study, researchers used the media spinning wheelThis is for learning to count in tunagrahita students in class IV. From this study, researchers could compare this research with previous research. In this study, the subjects used were students with special needs, namely tunagrahita students, while the subjects of previous studies were ordinary children and children in play groups (Kindergarten).

As for the influence of media use spinning wheel, in previous research, relevant research (Fadhilah et al., 2021) shows that using a media spinning wheel influences pattern recognition and fine motor skills of group A children in kindergarten. The effect of using this rotary wheel media can be seen from the results-test and post-test after treatment. This can be seen from the average results pre-test 2.81 and the value post-test after receiving treatment or treatment to determine the effect of using rotary wheel media on the ability to recognize patterns and fine motor skills that are equal to 3.53. From the data above, using rotary wheel media affects the ability to recognize patterns and fine motor skills in early childhood.

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Further relevant research (Yunniartien, 2017) shows that using a media spinning wheel or this rotating wheel affects the results of learning mathematics around and the area of a triangle in class IV SDN 1 Dasan Tereng. The research results from using this rotary wheel media can be seen from the student learning outcomes in multiple choice question sheets whose results show the average student learning outcomes in cycle I show an average value = 63.75. In contrast, cycle II student learning outcomes show an average of 81.81. So from the data above, it can be concluded that using smart wheel media can improve mathematics learning outcomes on the circumference and area of triangles for fourth-grade students at SDN 1 Dasan Tereng in the 2017/2018 academic year.

Relevant research by (Solichah, 2021) shows that using a media-spinning wheel can improve student learning outcomes. This study used quantitative descriptive data analysis with research subjects, namely elementary school students in grades III, IV, V, and VI. The result of this study is an increase in student learning outcomes which can be seen from the results pre-test and post-test once given treatment. This can be seen based on the average results of pre-test 41 and the value post-test after receiving treatment or treatment, namely as many as 65. From the data above, rotary or spinning wheel media is used effectively during learning. This can be seen from the data above, namely the increase in learning outcomes of elementary school students.

On the media consumption spinning wheel used in previous research, spinning wheel media has the advantage of being fun, interesting, and entertaining. Using a rotary or media-spinning wheel can make students participate actively in learning (Arsyad, 2014). Then the carriage wheel rotates or spinning wheel can make it easier for children to learn and have a happy and cheerful attitude in learning activities (Putri & Masitoh, 2020).

The advantages of the spin wheel media in this study are almost the same as the media spinning wheel. Another thing that distinguishes this media is the material provided. Researchers make this media with counting material, namely arranging numbers into parts spinning wheel whose benefits are making it easier for students to recognize numbers to reach the addition stage. Researchers hope that this media can be used as a reference in conveying learning material to students. Next is excellence in the media spinning wheel. This is because this media is made with sturdy materials, so it is not easily damaged, and this learning is also given to students with special needs or children with special needs.

Using the media spinning wheel using the stages or steps researchers have carried out can make it easier for students to recognize numbers, recognize the number of objects, and calculate additions. The use of this media is expected to have a positive impact on students in learning so that students, besides being able to solve a problem, besides that it can make students more active in learning. From what researchers know, the average respondent has a below-average intelligence level, so interesting and active learning activities are needed to convey the learning material. Active learning involves students playing an active role in learning activities during interactions between students or teachers and during learning (Hasanah, 2018). One way that is done so that students can play an active role in learning is to use the media spinning wheel in learning to count.

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Based on the results of the research that has been carried out by the researchers above, it can be concluded that carrying out learning activities using the media spinning wheel can influence students' numeracy skills, making it easier for students to recognize numbers, make it easier for students to learn to count the number of objects and make it easier for students to calculate additions. With learning activities using the media spinning wheel, this is during the learning process, and the teacher is only a facilitator so that students are not centered on the teacher but actively involved in learning. This is to make it easier for students to understand learning and be able to solve problems directly.

D. Conclusion

Based on the results of the research that the researchers have done and described above, it can be concluded that there is an effect of using the rotating wheel media on the numeracy skills of class IV tunagrahita students at SLB Negeri 2 Yogyakarta. Based on the theoretical studies, conclusions, and results of the research that has been done, the implications of this research are as follows: (1) In carrying out this research, the learning steps using the rotary wheel media can be used as a reference for conveying learning. Material to students. Teachers and other researchers who want to do research. (2) This research, when carrying out learning using a rotating wheel media, can help and facilitate students in improving students numeracy skills. (3) Using the rotating wheel media can be a learning tool to improve students' numeracy skills. The use of this pinwheel media can be easily used and very simple. Even teachers can make their pinwheel media with used materials, which can be made or developed with the materials they want. In addition, the practical implication of this research is the application of learning to count in SLB Negeri 2 Yogyakarta for tunagrahita students in class IV by using this rotating wheel as a medium.

Based on the research results and conclusions above, the researcher provides several suggestions as follow-up research: (1) For teachers, Teachers are expected to be able to use this rotating wheel media in learning activities so that learning material can be conveyed. In addition to using this rotary wheel media, the teacher can also use other learning media to make it easier for students to understand learning, maintain student focus, and increase student enthusiasm in learning activities. (2) For Schools, Schools are expected to provide other media for students. Because in addition to the rotary wheel media, the provision of various other media can make it easier for teachers to convey learning material and make it easier for students to understand the learning material delivered by the teacher, and providing other learning media can make students not easily bored. (3) For future researchers who will conduct research using spin wheel media are expected to be able to make spin wheel media more varied, creative, and interactive by the times. (4) For Researchers In conducting this research, researchers acknowledged that using this rotary wheel media in learning arithmetic experienced weaknesses. Namely, students were less able to be conditioned, so learning was a little crowded or rowdy, and students also felt it. Hard to focus. For this reason, researchers also need ways and efforts to make students refocus and make the atmosphere calm again. Therefore, it is hoped that when learning to

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use the rotary wheel for numeracy skills for tunagrahita children, students can take turns rotating the rotary wheel to carry out learning comfortably and calmly.

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