

ABSTRACT

Nadia Devina Arya Putri. **DEVELOPMENT OF GAME- BASED REALISTIC MATHEMATICS LEARNING MEDIA TO IMPROVE LEARNING OUTCOMES OF 4TH GRADE SLOW LEARNING STUDENTS IN INCLUSIVE ELEMENTARY SCHOOL SURAKARTA.** Thesis. Advisor I: Prof. Dr. Muhammad Akhyar, M.Pd., Advisor II: Dr. Siti Sutarmi Fadhilah, M.Pd., Special Education Masters Program, Postgraduate, Sebelas Maret University Surakarta.

This study aims at: (1) describing the condition of learning outcomes of mathematics on 4th grade slow learning students in inclusive elementary school, (2) finding the development procedure of game -based realistic mathematics learning media to improve mathematics learning outcomes on 4th grade slow learning students in inclusive elementary schools; and (3) to determine the effectiveness of developing game-based realistic mathematics learning media in improving learning outcomes on 4th grade slow learning in inclusive elementary schools.

This study used the Research and Development (R & D) method. The development respondents used in this study were 6 initial validators, 2 main teachers on the limited scale main field test subjects, and 12 test subjects in the operational field who were slow to learner in the fourth grade at the Bromantakan Elementary School, SD Pajang 1, Kartodipuran Elementary School, and Manahan Elementary School. The instruments used were observation, interviews, documentation, and tests. Operational field trials used the research design of one group pretest-posttest design.

The results of the study show that (1) mathematics learning outcomes in children slow learning were still low and teachers had not using effective learning media, (2) feasibility of game -based realistic mathematics learning media for children with slow learning in inclusive schools very feasible based on the evaluations of the validators, and (3) available learning mathematics realistic based the game was effective to improve the mathematics outcomes on slow learning student in inclusive school. This can be seen from the average value of the pretest and posttest which experienced a significant increase, as well as the acquisition of p-count of 0,002 which means smaller than the significance level (0,05). It can be concluded that the game -based realistic mathematics learning media is effective in improving learning outcomes of slow learning children in inclusive schools.

Keywords: *learning media of realistic mathematics, learning outcomes of slow learner students, inclusive schools*