

ABSTRAK

Monika Dara Cahyaning Prasetya. 221414058. 2026. Analisa Kemampuan Menjumlahkan dan Mengurangkan pada Siswa Kelas VIII Tunagrahita Ringan Setelah Mengalami Proses Pembelajaran dengan Pendekatan Pendidikan Matematika Realistik (PMR). Skripsi. Program Studi Pendidikan Matematika. Universitas Sanata Dharma.

Penelitian ini dilatarbelakangi oleh permasalahan pembelajaran matematika pada siswa tunagrahita ringan, khususnya materi penjumlahan dan pengurangan bilangan asli. Siswa mengalami kesulitan dalam membaca dan memahami soal, menentukan operasi hitung yang tepat, memerlukan bimbingan berulang, serta memahami konsep abstrak. Penelitian ini bertujuan mendeskripsikan proses pembelajaran matematika menggunakan pendekatan Pendidikan Matematika Realistik (PMR) dan mendeskripsikan hasil belajar siswa tunagrahita ringan kelas VIII setelah mengikuti pembelajaran tersebut.

Penelitian ini menggunakan pendekatan kualitatif dengan subjek dua siswa tunagrahita ringan kelas VIII di SLB Wiyata Dharma. Data dikumpulkan melalui catatan lapangan, tes tertulis, wawancara, dan dokumentasi. Validasi data menggunakan triangulasi teknik, sedangkan analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pembelajaran dengan pendekatan PMR dilaksanakan melalui tahapan memahami masalah kontekstual, menjelaskan masalah, menyelesaikan masalah, mendiskusikan hasil, dan menyimpulkan. Hasil belajar siswa menunjukkan bahwa siswa memahami konsep penjumlahan dan pengurangan secara lebih konkret. Namun, satu siswa masih mengalami kesulitan dalam operasi pengurangan, khususnya ketika nilai satuan bilangan pengurang lebih besar daripada nilai satuan bilangan yang dikurangi.

Kata kunci: Pendidikan Matematika Realistik (PMR), tunagrahita ringan, penjumlahan, pengurangan, kemampuan matematis.

ABSTRACT

Monika Dara Cahyaning Prasetya. 221414058. 2026. *Analysis of Addition and Subtraction Skills Among Eighth-Grade Students with Mild Intellectual Disabilities Following a Learning Process Using the Realistic Mathematics Education (RME) Approach*. Thesis. Mathematics Education Program. Sanata Dharma University.

This study was motivated by challenges in mathematics learning among students with mild intellectual disabilities, particularly regarding the addition and subtraction of natural numbers. These students struggle to read and understand problems, identify the correct arithmetic operations, require repeated guidance, and grasp abstract concepts. This study aims to describe the mathematics learning process using the Realistic Mathematics Education (RME) approach and to describe the learning outcomes of eighth-grade students with mild intellectual disabilities after participating in this instruction.

This study employed a qualitative approach with two eighth-grade students with mild intellectual disabilities at SLB Wiyata Dharma as subjects. Data were collected through field notes, written tests, interviews, and documentation. Data validation utilized triangulation of methods, while data analysis was conducted through data reduction, data presentation, and drawing conclusions.

The results of the study indicate that learning using the PMR approach was implemented through the stages of understanding contextual problems, explaining problems, solving problems, discussing results, and drawing conclusions. The students' learning outcomes showed that they understood the concepts of addition and subtraction more concretely. However, one student still experienced difficulties with subtraction operations, particularly when the units of the subtrahend were greater than the units of the minuend.

Keywords: *Realistic Mathematics Education (RME), mild intellectual disability, addition, subtraction, mathematical ability.*