

CHAPTER V

CUNCLUSION

5.1 Conclusion

The design of the *Fauna Introduction Board Game* is based on problems in the world of education for children with special needs, especially children with *slow learner* disorders. *This Board Game* is designed as an adaptive learning medium that can help meet the special needs of *slow learners* in the learning process. Based on the results of data collection carried out by observation through *pre-test* and *post-test*, it shows that *board game* media as a learning medium shows positive results. The data showed an improvement in cognitive abilities, such as in identifying physical characteristics and animal names through strong visuals, which is in line with the progress of social aspects such as actively answering and being disciplined to the rules of the players. Although the improvement is gradual and not drastic, these findings prove that the play-while learning approach is effective in stimulating the improvement of cognitive and social skills in *slow learners*.

The results of observation through *post-tests* on the assessment of the improvement of the cognitive ability of *slow learner children* in recognizing fauna based on this *board game* show the development:

1. Effectiveness of Identification Through Characteristics

Significant improvements were seen in the target audience's ability to identify animals through distinctive physical traits (such as elephants with large ears or giraffes with long necks). Visualization of designs on characters and animals that are specifically designed to associate physical features with these animals is faster than conventional methods.

2. Changes from Visual to Verbal Recognition

In the first session, the majority of the audience was able to name the physical characteristics of the animal but had difficulty saying the animal's name. However, in the second session, audiences with verbal expression barriers (such as NAD and RM) began to show changes in mentioning animal names and mimicking animal voices. This shows that *this board game* successfully stimulates short-term memory into more fixed object recognition.

3. Content Adaptation to Learning Speed

Audiences who easily feel *overwhelmed* such as RML and KA show that the introduction of fauna through *board games* can help them make learning easier. By playing while learning to recognize animals through physical characteristics, the audience is faster in processing the information it receives gradually. Although the increase in the accuracy of independent answers is still relatively low, there is an increase in focus and learning speed on the fauna content presented.

In addition to the improvement in cognitive ability, the target audience's social ability also showed an increase based on *pre-test* and *post-test* data. Based on this data:

1. Increased Adaptability to Regulations

The increase in the average score occurred in the second session, one of which was in the aspect of "Following the Rules of the Game". This shows that *the board game* mechanics are designed to be systematic enough that audiences who need gradual instruction or repetition of material begin to be able to understand the game patterns independently. Although the increase is not significant.

2. Measurable Social Interaction Stimulation

In terms of interaction, *this board game* is a bridge in terms of communication. Audiences who have high anxiety about new people show an improvement by starting to want to be in the game circle without showing signs of severe stress. The use of simple visual and verbal components (such as naming animals) is rarely done in conventional learning.

3. The Influence of Mental Condition on Media Response

Data shows that the effectiveness of *board games* is also affected by the emotional stability of the audience. Audiences with limited verbal ability respond positively to visual elements as a medium of expression. However, more repetition frequencies in play are needed to make this improvement more visible.

This media not only functions as a play tool, but effectively acts as an adaptive learning medium that improves fauna literacy skills for slow learners, through fun visuals. In addition, this media can be categorized as an adaptive learning media that is able to create an inclusive and fun

learning atmosphere, thereby triggering students whose previously low social skills to be actively involved in the learning process.

5.2 Suggestions

For future researchers, it is recommended to conduct tests over a longer period of time and a larger audience to see the significance of the effectiveness of this medium in improving cognitive and social abilities in a more in-depth and comprehensive manner. The author realizes that there are many shortcomings in this design, so this design is still far from perfect. Criticism and suggestions from readers are needed for evaluation so that it becomes even better.