

# TEACHER'S STRATEGIES IN TEACHING SLOW LEARNER STUDENTS AT ELEMENTARY SCHOOL

Nur Wahyuni<sup>1</sup>, Zulvia Misykah<sup>2</sup>, Dewi Sartika Panggabean<sup>3</sup>

PGSD study program of Battuta University

[Nurwahyuni.pancing@gmail.com](mailto:Nurwahyuni.pancing@gmail.com)

## Abstract

### Article Info

Received: 01/08/2022

Revised: 28/08/2022

Accepted: 30/08/2022

Teachers realize that each student has different abilities, there are students who can understand the material presented quickly, moderately and slowly. Of course we are very happy if participants can understand the lesson quickly, on the other hand a teacher faces and accepts the situation of students who are indeed slow in learning, based on this problem, this study was conducted aiming to examine strategies that can be applied by classroom teachers in teaching slow students. study. The research method used by the researcher is the literature review method, namely the process of placing, obtaining, reading and evaluating various research literatures related to or related to the problem being studied. The data from this study are the results of research related to the problem of teacher strategies in teaching slow learner students..

Keywords: Teacher strategy, Teacher, slow learner

## 1. Introduction

Education is the right of all Indonesian citizens, both children, adolescents and adults, both women and men, as well as for a normal person and someone with special needs, this is in accordance with the 1945 Constitution chapter XII concerning education and Article 31 paragraph (1) of culture, "every citizen has the right to education". The same explanation is also contained in Article 5 paragraphs (1) and (2) of Law No. 20 of 2003 concerning the national education system which states that "every citizen has the same rights and opportunities to obtain quality education, both for those with disabilities and those with disabilities. physical, in remote areas, as well as intelligent or special talents that can last a lifetime". The verse above explains that the government cares about education for children with special needs, the government still wants children with special needs to study together with normal children in regular schools, because basically no human being wants to be born in abnormal conditions.

The government also makes policies to establish inclusive education, inclusive education is an educational service for students who have special educational needs in regular schools (SD, SMP, SMU and SMK) which are classified as extraordinary both in terms of abnormalities, slow learning and other learning difficulties. lay kekeh 2007) Meanwhile, according to Hildegun Olsen in Tarmansyah (2007), inclusive education is that schools must accommodate all children regardless of physical, intellectual, social emotional, linguistic or other conditions. This should include disabled, gifted, street children and child laborers from remote or nomadic populations. Children who come from ethnic minority, linguistic or cultural populations and children from disadvantaged or marginalized areas or groups.

With inclusive education, students with special needs become more appreciated and accepted because they can study in regular schools together with other students and interact naturally with each other, which is in accordance with what normal children in general should experience.

Today, inclusive education in Indonesia is growing rapidly, the number of inclusive schools is increasing from year to year, according to the national socio-economic survey (susenas) on inclusive education, namely in 2008 the number of inclusive schools nationally from elementary to high school was only 254 schools. However, in 2014 the number increased significantly to 2,430 formal schools that participated in providing inclusive education (Jejen Musfah)

This is also explained in the Regulation of the Minister of National Education No. 70 of 2009 concerning inclusive education which is contained in article (3). Paragraph 1 states that every student



who has physical, emotional, mental and social disorders or has the potential for intelligence and/or special talents has the right to participate in inclusive education in certain educational units according to their needs and abilities. Whereas in paragraph 2 it reads that participants who have disabilities as mentioned in paragraph 1 are a) visually impaired, b) deaf, c) speech impaired, d) mentally retarded, e) quadriplegic, f) visually impaired, g) learning difficulties, h) slow learners, i) autism, j) has motor impairment, k) victim of drug abuse, illegal drugs and other addictive substances, l) has other disorders, m) double disability (UNIMUS, 2012)

The slow learner category is one of the students who has the disorder described in paragraph 2 above, the slow learner is a student with intelligence slightly below the average IQ (70-90) who requires special education services so that they are able to understand the lesson well (Munawir Yusuf, 2005). Another opinion reveals that a slow learner is a student whose intelligence or basic ability is at a lower level than the intelligence of normal students (Erman and Marjohan, 1991). According to Estamed (2004) stated that slow learner students have an average IQ score of 70-90, Choiri et al (2009) stated that slow learners experience obstacles or delays in thinking, responding to stimuli and in adaptability but better than mentally retarded students. .

This means that slow learner students need a longer time to complete their tasks and of course in this case there needs to be a special strategy in teaching slow learners. The learning strategy is an action plan (a series of activities) including the use of methods and the use of various power resources in learning (Amka, 2021). Strategy can be interpreted as general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the goals outlined by Djamarah in (Firdaus, 2021) from this opinion it can be concluded that learning strategies are action plans or patterns of activity patterns and methods carried out teachers in realizing teaching and learning activities by utilizing existing resources in order to achieve predetermined goals.

Parwoto (2007) defines learning strategies as: a) the main teaching-learning approach system that is considered the most effective in achieving goals, so that it becomes the teacher's guide in planning and organizing learning activities; and b) procedures, methods, and learning techniques that become the teacher's guide in carrying out learning activities.

This is also in line with the government's concern for children with special needs, which is stated in the regulation of the Minister of National Education No. 70 of 2009, in Article 7 "Education assistance for inclusive education providers uses an education unit level curriculum that accommodates the needs and abilities of students according to their talents and interests. . Furthermore, in article 10 paragraph 2 "Education units that provide inclusive education appointed by the district/city government are required to provide at least one special supervisor teacher". Thus, the authors are interested in conducting a review of previous studies related to classroom teacher learning strategies in teaching slow learner students.

## 2. Research Methods

This study uses the literature review method, which is the process by which researchers place, obtain, read, and evaluate research literature related to the issue to be studied (Borden and Abbott, 2005) in Manzilati (2017). In research on classroom teacher learning strategies in teaching slow learner students. In the early stages of searching for journal articles, the articles used were related to "classroom teacher learning strategies in teaching slow learner students." The literature review carried out was sourced from ResearchGate and Google Scholar.

## 3. Result and Discussion

At first glance, slow learner students are physically no different from other normal students, so they are difficult to identify (Lisdiana, 2012; Mumpuniarti, et al., 2014). one of the criteria that can be found in the classroom is slow learner students have low achievement in all subjects, are not easy to catch information, have slow understanding compared to students in general so that teachers have to repeat in learning. This is in line with the theory put forward by Cooter & Cooter Jr and Wiley (in Desiningrum, 2017).

Slow learners or slow learning children are those who have low learning achievement (below the average child in general) in one or all academic areas, but are not classified as mentally retarded children. His IQ test score shows a score between 70-90. In this condition, students are sometimes



placed in the back row, this is done by the class teacher when the child is suddenly out of control his emotions then the teacher moved his seat so that his friends are not disturbed. This opinion is in line with the research of Witono & Istiningsih, (2021) which stated that treating students with slow learner problems can be started from adjusting the position of students such as placing slow learner students in the front row and doing rotations by paying attention to students' conditions.

This seating position is also in line with the results of research conducted by Khairul Amri et al (2022) Nurul & Ina (2017), that the teacher's strategy in dealing with slow learner students starts from classroom management, namely by making the class comfortable and arranging seats, providing motivation when giving lessons, using lecture and question and answer methods and games, taking personal approaches, modifying learning materials to make simple media, modifying assessment techniques from working methods, lowering KKM and providing additional classes after hours home.

According to paridah and fuadah that in dealing with slow learner students there must be confidence from a teacher or also called self-efficacy. In Bandura's learning model, the teacher's person (cognitive) factor is very influential on the success of the teaching and learning process. The person (cognitive) factor that Bandura emphasized at this time was self-efficacy, namely the belief that one can master the situation and produce positive results (Santrock, 2010).

Teacher self-efficacy is the belief that a teacher has in his capacity to influence the performance of his students. Students need external support during the learning process to achieve maximum learning outcomes. Bandura also states that self-efficacy can bridge between the knowledge possessed and certain behaviors (Santrock, 2010). This means that self-efficacy plays a role in determining the emergence of the expected behavior in this case the teacher's behavior in improving student achievement. Bandura defines self-efficacy as an individual's belief in his ability to organize and carry out the things needed to take action so as to produce the desired achievement (Bandura, 1997, p.3 in Skaalvik & Skaalvik, 2007).

On this basis, teacher self-efficacy is conceptualized as an individual teacher's belief in his or her ability to plan, organize, and carry out activities that lead to the achievement of educational goals (Skaalvik & Skaalvik, 2007). According to Mumpurniarti et al (2020), how to teach slow learner students is that teachers must really understand the inclusive concept that supports learning with diverse students known as differentiation through curriculum modification activities as well as diverse teaching methods and other forms of differentiated learning for slow students. learner is to change the abstract code into concrete, setting the theme according to everyday life, and most importantly the teacher must understand the competence of social construct teachers and human rights from the point of view of disability and cultural responsiveness

The inclusive paradigm in regular schools requires teachers to be ready to master various aspects of competence (Dolgova, Kutepova, Kapitanets, Kryzhanovskaya, & Melnik, 2017; Hay, 2001). The readiness of teacher competencies to implement inclusive education means mastering inclusive pedagogical competencies (Meltz, Herman, & Pillay, 2014; Myers, 2014; Pantić & Florian, 2015). Inclusive pedagogical competence is the competence of teachers to provide learning to students on the basis of diversity, specifically for students with disabilities. These competencies are needed in the context of inclusive learning.

Aspects that must be mastered include (1) perception of appropriate instructional strategies; (2) the level of acceptance and readiness to teach students with disabilities; (3) the need for professional development of learning for students with disabilities; and (4) the ability to collaborate between regular teachers and special education teachers. Regular school teachers need to have inclusive pedagogical competencies (Mcghie-richmond, Irvine, Loreman, Cizman, & Lupart, 2013; Meltz et al., 2014).

#### 4. Conclusion

Slow learner students are students who have an IQ between 70-90, teachers especially classroom teachers should understand the condition of slow learner students, slow learner students are not stupid students, it's just that teachers need to have special strategies in teaching slow learner students:

Here are some things that the researcher summarizes based on studies from research and from the opinions of experts, namely: 1) teachers must modify learning, starting from the curriculum, material content, KKM, questions and assessment techniques, arranging seating positions and increasing study hours, 2) teachers must have self-efficacy, which is a belief from a teacher that he is capable of teaching slow learner students, 3) classroom teachers must understand inclusive pedagogy competencies, teachers must accept the diverse circumstances of their students, thus teachers will motivate or provide support to slow learner students.

#### Reference

- [1]. Amka, A. (2021). Strategi Pembelajaran Anak Berkebutuhan Khusus. Nizamia Learning Center, Sidoarjo Jatim.
- [2]. Choiri, A. S., dkk. 2009. Pendidikan Anak Berkebutuhan Khusus Secara Inklusif. Surakarta: Universitas Sebelas Maret Surakarta.
- [3]. Desiningrum, D. R. (2017). Psikologi anak berkebutuhan khusus. Psikosain
- [4]. Dolgova, V. I., Kutepova, N. G., Kapitanets, E. G., Kryzhanovskaya, N. V, & Melnik, E. V. (2017). The study of motivational readiness of teachers to implement inclusive education of children with disabilities. *Espacios*, 38(40), 9-15. <https://www.revistaespacios.com/a17v38n40/a17v38n40p09.pdf>.
- [5]. Erman Amti dan Marjohan, Bimbingan dan Konselin, (Jakarta: Proyek Pembinaan Tenaga kerja Kependidikan Depdikbud, 1991), h.140.
- [6]. Eastmead, D. 2004. What is Slow Learner. Tersedia:[http://www.memphisneurology.com/pdfs/handout\\_slow\\_learner.pdf](http://www.memphisneurology.com/pdfs/handout_slow_learner.pdf)
- [7]. Firdaus, K. A. (2021). Strategi pembelajaran dalam meningkatkan motivasi belajar siswa slow learner.
- [8]. Hay, J. F. (2001). Teacher preparedness for inclusive education. *South African Journal of Education*, 21(4), 213-218. <https://www.ajol.info/index.php/saje/article/view/24905/20517>.
- [9]. Jejen Musfah, "Mewujudkan Sekolah Inklusif", diakses dari ([http://koran-sindo.com/page/news/2016-03-21/1/1/Mewujudkan Sekolah Inklusif](http://koran-sindo.com/page/news/2016-03-21/1/1/Mewujudkan_Sekolah_Inklusif)),
- [10]. [Kahirul Amri, dkk. (2022). Analisis Strategi Guru dalam Mengajar Siswa Slow learner di Kelas II Sekolah Inklusi SDN Kembang 01 Dukuhseti Pati. *Journal on Teacher education*. vol. 3. No 3(2022)
- [11]. [9] Lay Kekeh Marthan, Manajemen Pendidikan Inklusif, (Jakarta: DIRJEN DIKTI,2007), h. 145. Mcghee-richmond, D., Irvine, A., Loreman, T., Cizman, J. L., & Lupart, J. (2013). Teacher perspectives on inclusive education in Rural Alberta, Canada. *Canadian Journal of Education*, 36(1), 195-239. <http://journals.sfu.ca/cje/index.php/cje-rce/article/download/1155/1470/>
- [12]. Meltz, A., Herman, C., & Pillay, V. (2014). Inclusive education : A case of beliefs competing for implementation. *South African Journal of Education*, 34(3), 1-8. doi:10.15700/201409161049
- [13]. Mumpuniarti, dkk. 2014. Kebutuhan Belajar Siswa Lamban Belajar (Slow Learner) di Kelas Awal Sekolah Dasar Daerah Istimewa Yogyakarta. Laporan Penelitian. IKIP Yogyakarta.
- [14]. Mumpurniati, Rendy R.H, Diajeng T.P & Dewi B. (2020). Teacher's pedagogy competence and challenges in implementing inclusive learning in slow learner. *Cakrawala Pendidikan*, Vol. 39, No. 1,
- [15]. Munawir Yusuf, (2005). Pendidikan bagi Anak dengan Problema Belajar: Konsep dan Penerapannya di Sekolah maupun di Rumah, (Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Pembinaan Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi, 2005), h. 59.
- [16]. Nurul H.R & Ina Rofiana .(2017). Penerapan Metode pembelajaran Peserta Didik Slow learner (Studi Kasus Di Sekolah Dasar Inklusi Wirosaban Yogyakarta). *NATURALISTIC: Jurnal Kajian Penelitian* journal.umtas.ac.id.(94-107)

- [17]. Parwoto, Strategi Pembelajaran Anak Berkebutuhan Khusus. (Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Ketenagaan, 2007), h.95.
- a. Pantić, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3), 333-351. doi:10.3402/edui.v6.27311
- [18]. Santrock, J.W. (2010). Psikologi pendidikan. Edisi kedua. Jakarta: Kencana
- [19]. Skaalvik, E.M. & Skaalvik, S. (2007). Dimensions of Teacher Self-Efficacy and Relations With Strain Factors, Perceived Collective Teacher Efficacy, and Teacher Burnout. *Journal of Educational Psychology*. Vol. 99, No. 3, 611–625
- [20]. Witono, A. H., & Istiningsih, S. (2021). Analisis Strategi Guru Dalam Mengajar Siswa Slow Learner Di Kelas Iv Sdn 2 Karang Bayan. *Renjana Pendidikan Dasar*, 1(2), 57–65.