Teacher's Srategy in Improving Slow Learners' Competence on Distance Learning at SMP Negeri 3 Krian Sidoarjo

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Abstract

This study was conducted to describe the application of learning methods and media for slow learner children in order to improve the quality of slow learner children's learning during distance learning (PJJ). This research used qualitative research. Data collection techniques were observation, interviews and documentation studies. Data analysis techniques included data collection, data reduction, data presentation, drawing conclusions and verification. Based on the results of the analysis, the following results were obtained: (1) The subject teacher in making a learning plan did not differentiate between the slow learner and the regular child, but still paid attention to the characteristics of the slow learner. (2) in implementing the distance learning process remained the same as for normal children. Models, methods, learning media were the same, namely by using online media with the same time duration as normal children, but for slow learners there is an additional 2 hours of learning time for every two weeks through face-to-face learning activities (Offline) and accompanied by a Special Assistance Teacher were carried out in schools with due observance of health protocols, (3) Evaluation of the slow learners (slow learner) was still carried out by subject teachers, the results of which were a reference for the follow-up activities of Special Assistance Teachers to provide guidance.

Keywords: online, slow learner, inclusif, distance learning

INTRODUCTION

The 2019 Corona Virus Disease (COVID-19) pandemic has affected almost all aspects of social life. Based on data obtained from the government website covid19.go.id which was accessed on May 15, 2020, at a global reach, based on data from WHO, there are 213 countries/regions affected by this virus. In Indonesia, there are 16,496 positive patients, 3803

patients recovered, and 1076 patients died (Fahreza & Prayoga, 2020). The government issued policies to break the chain of the spread of COVID-19, some of these steps were the implementation of large-scale social restrictions (PSBB), School From Home; teaching and learning activities which are conducted from home by using certain online media.

The impact of the 19 ciovid pandemic has provided valuable experiences, how the role of schools / madrasah, which have been centers of education, seems insignificant. With the existence of social restrictions, the distribution that has been carried out in schools / madrasahs is no longer carried out as in general but through distance learning (PJJ) activities. In accordance with the policy of the Ministry of Education and Culture (Kemendikbud) No. 15 of 2020 concerning guidelines for organizing learning from home during the Covid 19 emergency. The purpose of learning from home (BDR) is to ensure the fulfillment of students' rights to receive educational services during the Covid 19 emergency, protect education unit residents from the adverse effects of Covid 19 in educational units, prevent the spread and transmission of Covid 19 in education units and ensure the fulfillment of psychosocial support for educators, students, and parents.

Distance learning is a formal institution-based education in which students and instructors are in separate locations so that it requires an interactive telecommunication system to connect the two and the various resources needed in it. Electronic learning (e-learning) or online learning (online) is a part of distance education that specifically combines electronic technology and internet-based technology. The next impact is growth and development constraints, where there will be gaps in student learning outcomes, differences in access and quality during distance learning can result in gaps in learning outcomes, especially for children from different socio-economies, children with limited thinking or even children with special needs (ABK). Then there will be a risk of learning life that occurs in a prolonged manner and hinders the optimal growth and development of children.

Inclusive education in Article 3 of the Regulation of the Minister of National Education of the Republic of Indonesia No. 70 of 2009 is defined as a system of providing inclusive education for students who have disabilities and have the potential for intelligence and / or special talents, students who include children with special needs include: 1) blind children; 2) deaf children; 3) children with disabilities; 4) mentally retarded children; 5) children with physical disabilities; 6) children with disabilities; 7) children with learning difficulties; 8) children which are slow to learn; 9) children with autism; and 10) the children with motor impairments. Conceptually, the inclusive education model promises a number of advantages in providing education for children with special needs. Inclusive education is considered an

effective strategy to complete the 9 year compulsory education for children with special needs, this is possible because children can get education at any school closest to their place of residence (Maftuhatin, 2014: 203).

Children with slow learning or better known as slow learners are one of the children with special needs. Ms. Sangeeta Chauhan in her scientific article Slow Learner: Their Psychology and Educational Programs at Sampurnan and Sanskrit University Varanisa, India. Students who have disadvantages / children with special needs do not achieve harmony in learning according to their abilities. Even some teachers have not been able to identify and guide. From the reason mentioned, learning innovation in order to improve the quality of learning is the main requirement of a teacher in order to improve the academic achievement of students. This is especially so for children with the slow learning category, which of course requires extra attention from the teachers.

Inclusive education is an educational service for children with special needs combined with normal children in the hope of fostering an attitude of mutual respect among others. With the existence of this inclusive education service, children with special needs are expected to be able to develop their talents optimally (Al Darmono, 2016: 1). Through inclusive education it is hoped that children with special needs can be educated together with other normal children. The goal is that there are no gaps between children with special needs and other normal children. It is also hoped that children with special needs can maximize their abilities and potentials. One of the types of children with special needs that are common in school are children with the slow learning category.

Children with the slow learning category when distance learning takes place, of course, will experience many obstacles and problems faced by both the child himself and the teacher and the child's parents. To overcome these problems, it is necessary to develop a learning strategy that facilitates teacher performance in dealing with the diversity of students' abilities and overcoming obstacles experienced by students. Therefore, as a teacher who must be able to provide solutions to the obstacles experienced by these students so that they are not found again during the next learning process. Constraints that occur must be able to be handled quickly so that slow learner students can take part in learning with other students and achieve optimal results in their learning. One solution to dealing with these obstacles is to apply different and interactive learning methods every day to accommodate slow learners to be more motivated.

Each student also has the ability to remember, but each individual will have different memory abilities (individual defferences). In this process, the incoming stimulation is stored in memory, but not all stimuli that enter are stored in memory. This of course depends on how much attention the students pay to the stimulus received by the individual. In accommodating the ability of students to remember the lessons given, not only using lectures which some students will experience difficulties, especially for children who experience learning obstacles such as slow learner (Raharjo, 2012: 36).

In fact, there are many cases regarding the presence of slow learners in public schools. These children need attention and education in accordance with their conditions in order to be able to develop their abilities, because in their nature every child is special and unique so they must be addressed according to their nature. In order for a teacher to be able to provide appropriate treatment to the child concerned, the teacher must understand what the uniqueness experiences of their students are (Khabibah, 2013).

Students who are slow to learn and have low achievement can also be caused by the IQ factor. According to research by Binet and Simon, mentally weak children have an IQ of between 50 and 69, which are classified as slow learners. They are very difficult to educate. If it is possible to be educated, they need a long time to understand the lesson even though in the end the achievements they have achieved are not as good as other students. Students are slow to learn which is caused by the IQ factor, generally have low achievement, it is different with students who are slow to learn which is caused by their weak ability to master certain basic knowledge and skills on some subject matter that must be mastered beforehand. Children who are slow learners are children who have intellectual potential that is slightly below normal, but not including mentally disabled children. Academically slow learners are usually identified based on the scores they achieve on intelligence tests, with an IQ between 70-89 (Hadi, 2016).

Slow learner is a term used for children who are slightly mentally retarded or their development is slower than normal. Slow learner children have a low level of mastery of material, even though this material is a requirement for material at the next level. Even though their intelligence is below average, they are not incapable children, they just need more struggle than normal children to be able to master what is needed in the learning process (Agustin, 2011).

Slow learner or in other terms means slow learning, namely students who are less responsive in the process of acquiring knowledge, so they need some time longer than other students of his age. He had to fight extra hard to be able to follow the material achievements presented by the teacher in his learning environment (Haryanto, 2011). Slow learner can also be defined as a child who has intellectual potential that is slightly below normal, but is not yet classified as mentally disabled (Amelia, 2016). Based on the background of the study, the

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formulation of the problem raised in this study was how the teacher's strategy in improving the quality of slow learner children's learning in distance learning (PJJ).

RESEARCH METHOD

This type of research used in this research was descriptive research with a qualitative approach. This research was called descriptive research because it produced data in the form of a case study in the form of a description of the learning method for slow learners at SMP Negeri 3 Krian. The setting was because the school's background was an inclusive school. The research subjects were Bk Teachers and Special Assistance Teachers (GPK) for inclusive children. The object of research was the learning method used by the teacher to teach slow learners when implementing distance learning (PJJ) during the Covid-19 pandemic. The technique of collecting data were participant observation data (participant observation), indepth interviews, and documentation data on the learning process of children with special needs slow learning in the inclusive class of SMP Negeri 3 Krian Sidoarjo during distance learning.

RESULTS AND DISCUSSION

The results of research and discussion of the learning process of slow learnear children in the inclusive class of SMP Negeri 3 Krian consist of several parts, namely: (1) Lesson Plan (2) Implementation of the Learning Process (3) Evaluation and follow-up. The descriptions of each section are as follows:

Lesson Plan for Slow Learners during Distance Learning

The learning model of slow learning children during the pandemic continued to use the Distance Learning (PJJ) or Online model like regular children in general, but for slow learning children plus special time with the offline or face-to-face model at school every 2 weeks while still paying attention Health protocols are: (1) washing hands, (2) wearing masks, (3) maintaining distance.

For the selection of learning methods for slow learners, the teacher compiled the learning design the same as for regular children. Based on the guidelines for implementing inclusive education made by the Directorate of Special School Development, Directorate General of National Education Management in 2009, there are three curriculum developments, namely: (1) full regular curriculum model, (2) regular curriculum model with modification, (3) curriculum model PPI.

Based on the results of observations from counseling teachers and special companion teachers (GPK), teachers always prepared lesson plans for each lesson and the methods used

for slow learner children that have been planned in the lesson plan for each lesson also provide material between slow learner children and normal . The content of the material was also the same and the learning model was also the same through online or distance learning, the only difference is that slow learners are given an additional 2 hours of face-to-face or offline learning at school with a scheduling every 2 weeks accompanied by a Special Assistance Teacher (GPK) for inclusive children . This was so that slow learners are not far behind compared to normal children. All learning components listed in the lesson plan (media, methods, assessment, resources, materials, strategies) for slow learners are the same as other normal learners.

During distance learning (PJJ), SMP Negeri 3 Krian applied a curriculum adapted to the learning conditions during the Covid 19 pandemic. To support learning, teachers used several learning resources and learning media. For children who were slow to learn, the teacher uses attractive teaching aids that make children slow to learn to be enthusiastic about participating in distance learning. The learning models, methods, and media used indirectly accommodate slow learnear student learning.

However, when subject teachers decided to only make one lesson plan to be used in an inclusive class, it is better if subject teachers and Special Assistance Teachers (GPK) focud more on learning planning for slow learners by compiling an Individual Learning Program (PPI) that is actually used as a reference in learning for children with special needs and could meet the needs of the ABK itself and in its preparation it involved many parties including the principal, parents of students and medical experts and psychologists. So in planning the implementation of learning, subject teachers did not work independently, but there was collaboration with CPK and other parties so that learning in heterogeneous classes could run in a balanced manner without neglecting the learning needs of students from each other, and can achieve success in learning.

Implementation of the Lesson Plan in Learning Process

For slow learners in inclusive classes during distance learning (PJJ), the teacher used the regular class model Pull Out with an online model. This means that slow learner students learned with other children in regular classes, namely when online or online classes still used the online learning application, but within a certain time slow learner students are given special time to study with special supervisors (GPK) on a regular basis. offline or face to face. In the face-to-face learning process for slow learners, additional learning was given accompanied by a Special Assistance teacher (GPK) to further understand the learning that had been received during online classes with regular children, besides that they are also given additional lessons.

including (1) Reading, (2) Counting, (3) Drawing, and (4) Self-Development which contains life skills education such as cooking practice, wearing shoes, and folding clothes. The teaching aids used adjust the slow learner ability of the child.

Face-to-face learning for slow learners (slow leraner) was intended for online when distance learning results from assignments given by subject teachers, they get very extraordinary results and sometimes exceed regular children, this is allegedly they are helped by people parents in doing any assignment during distance learning (PJJ).

Evaluation and Follow Up

Based on the results of the analysis conducted by the researchers, the evaluation and daily follow-up are a series of learning processes for slow learners during distance learning (PJJ). In this process the subject teacher pocketed information about the development of slow learning students related to the level of understanding of students' concepts. The information that was obtained by the subject teacher was then discussed together with GPK, matters regarding student development and student learning difficulties were discussed together in order to find the right solution and would be poured into follow-up activities arranged in the Individual Learning Program (PPI) specifically during the pandemic Covid-19 during distance learning (PJJ). The follow-up activity after conducting the evaluation was in the form of special guidance given by GPK to slow learner students. The special guidance activities were carried out by the Special Guidance Teacher for slow learner students really depend on the results of daily evaluations that were submitted by the subject teacher.

The overall implementation of learning that was carried out in the inclusive class of SMP Negeri 3 Krian was in accordance with Permendiknas Number 70 of 2009 concerning Inclusive Education for students who had disabilities and had the potential for intelligence and/or special talents regarding the implementation of learning in inclusive class. The use of the learning model was optimal in accommodating slow learner students and regular students in the learning process. Learning in inclusive classrooms would shift from a rigid, material-based, competitive approach to a cooperative learning approach that involves collaboration between students.

The methods used by subject teachers in inclusive classrooms were vary and made slow learner students active, such as group discussions in the cooperative learning model. In accordance with the opinion of Slameto (2003), variations in methods resulted in the presentation of learning that attracted the attention of students, youth was accepted by students and the class became livelier. The use of the cooperative learning model with the group

discussion method was considered appropriate because in this model the interaction in learning can be built so that students' learning passion, especially slow learner students, would emerge. In line with Slavin's opinion (Isjoni 2009) which states that learning outcomes in groups can spur the development of thinking and problem-solving abilities and can meet social needs and student achievement is much improved compared to conventional learning. The question and answer method used by subject teachers were also an appropriate method, this method was used to stimulate the ability of slow learners to be able to interact and communicate directly with teachers and other students.

For the lecture method, slow learning students were the most difficult method when used, because even though they used the lecture method they still did not understand what the subject teacher means, on the grounds that slow learner children were generally difficult to learn concepts and abstract lessons and difficult to concentrate. Tina Suarsimi (2001) In general, children with the slow learning category have a low concentration of less than 20 minutes. Children would be nervous and young forget and distract without prior consideration.

At the time of distance learning (PJJ) the role of the Special Assistance Teacher was very helpful for the role of the subject teacher because the subject teacher must really be able to understand the obstacles, weaknesses, and needs of slow learners in learning, both online and face to face. That way the subject teacher can determine an appropriate learning strategy, create a comfortable learning climate and can lead students to slow learning in a condition that is not far behind their peers. And the role of the special companion teacher was more to provide assistance and special services related to these students' disabilities.

CONCLUSION

Based on the results of research conducted on the learning process in slow learners in the inclusive class at SMP Negeri 3 Krian Sidoarjo it can be concluded as follows: (1) Subject teachers in making learning plans did not distinguish between slow and regular learners, but still paid attention to the characteristics of slow learners, (2) the implementation of the distance learning process remains the same as for normal children. Models, methods, learning media were the same, namely by using online media with the same time duration as normal children, but for slow learners there is an additional duration of 2 hours of learning for every two weeks through face-to-face learning activities (offline) and accompanied by a Special Assistance Teacher which are carried out in schools with due observance of health protocols, (3) Evaluation of slow learners was still carried out by subject teachers whose results serve as a reference for follow-up activities for Special Assistance Teachers to provide guidance.

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Distance (online) and offline (face-to-face) learning models are also given to slow learners indicated that the slow learners did not experience difficulties so that the lag of slow learners could be minimized and learning outcomes can be achieved.

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