

# Slow Learner Learning Facts in Their Inclusion Class

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**Abstract**—Education is a medium for processing input (students) in order to become a quality output. Reality assumes that existing students are heterogeneous. All kinds of characteristics of students have the same right to gain knowledge in the formal education system. This is where the role of inclusive education needs to be reviewed more in depth. Moreover, based on observations in primary school, many students detected slow learner and joined the regular class. Thus, this study also aims to describe how the implementation of slow learner learning in inclusion settings. The sub-components include planning, core, and evaluation or follow-up in learners' learning. The approach used is qualitative descriptive. Research subjects were second grade teachers, special escort teachers, principals, and learner learning learners. Data collection includes observation, interviews, and documentation. Analysis of data used data reduction, data display, and verification. The validity of the data is tested through technique triangulation as well as source. The results showed that the second-grade teacher performed the same learning between regular students and slow learner students. This can be seen from planning, implementation, to evaluation or follow-up. There is no special RPP for slow learner students. Learning components include methods, media, tests/evaluations, assessments used are also the same as other students. One special treatment for slow learner students is the addition of time to complete the task after school.

**Keywords**—learning implementation, slow learner, inclusion.

## I. INTRODUCTION

The educational education concept for all is one of the foundations of Indonesia's education. This also has been written in article 31 paragraph 1 of the 1945 Constitution namely, "Every citizen is entitled to education" [1]. Another juridical foundation, article 5, paragraph 1, Law no. 20 of 2003 on the National Education System, "Every citizen has the same right to provide quality education" [2].

Education is a medium for processing input (students) in order to become a quality output. Reality assumes that existing students are heterogeneous. All kinds of characteristics of students have the same right to gain knowledge in the formal education system.

Actually, there have been extraordinary schools for students with special needs, there are also schools of inclusion. Regulation of the Minister of National Education No. 70/2009, Article 1 states that inclusive education is an education system that provides opportunities for all learners who have abnormalities and have the potential of intelligence and / or special talents to follow education or learning in the

educational environment [3]. Inclusion schools should prioritize the principle that each student has their own characteristics. Individual approaches in learning should also be tailored to the potential of each learner.

Based on the observation of learning done in one elementary school in Jlaban, it was found that learning slow learner class II is described in the description below. Slow learners learn less can follow the course of learning well. The spirit of learner learning is also low during the learning process in the classroom. They look crowded and disturb other students. Students are also often derided by other students because they often get lower grades than others. In addition, in the class where the observation has not been implemented the special curriculum for students is slow in learning. The last finding is the implementation of the lessons used to facilitate the learner learning is not optimal yet. Based on the description of the above problem, it was found that the majority of problems related to the ins and outs of learning in the classroom. The key to the success of the learning process lies in the role of the teacher. This is in line with Hamruni's opinion that an educator is an actor in the learning process, then the educator becomes the most important factor in the implementation of learning process in class [4]. Selection and use of learning strategy is very important to manage the learning well so will be obtained maximum results, even more so to facilitate students who have special needs. Thaka *et al.*, also stated that teaching students who have special needs is not the same as teaching other normal students, it is because in addition to requiring a special approach also requires a special strategy [5]. Based on background description, researchers were also interested to identify how slow learner learning in inclusion classes.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

## II. PROPOSED METHOD

This study used a qualitative approach with the type of comparative research and descriptive method. Data collection techniques are mostly done by observation, interview, and documentation. Activity in data analysis consists of data collection, data reduction, data presentation, and conclusion or verification. Test Data Validity Triangulation of sources and triangulation techniques.

### III. RESULTS AND DISCUSSION

#### A. Slow Learner Learning Planning

Teachers often use RPP for instructional guidance. Components of learning for students who experience delays in following the learning process is no different from other students. However, teachers often communicate directly with the students concerned individually based on the evaluation of the learning process to analyse its characteristics. Analysis of slow learner student characters and good planning for them in an inclusion class should be done so well that goals can be achieved well too. Kannan, *et al.* suggests that student learning activities that have specific needs, including slow learner should be tailored to the character and condition of the students concerned. Innovation methods, strategies, curricula, and evaluation should be well prepared [6]. In addition, teachers should also have academic progress data of students who are slow to learn. The description is similar to the exposure of Ramlakshmi which explains that in an inclusive class, teachers are required to effectively design the learning for all students. In addition, identification of characteristics is also needed to help solve the problems of students who have special needs so that their potential can develop maximally. Identification of characteristics can be done through observation, individual communication, and also through the activity of analysing the questionnaire characteristic of students slow learning [7].

In the elementary school concerned is indeed not implemented special learning programs for children who have special needs, including slow learner. Based on interviews with principals, learners in the special needs category in elementary school are still in the category can follow the learning though somewhat left behind, but not so slow once left behind.

#### B. Slow Learner Learning Implementation

In the initial activity to be observed is whether the teacher raises apperception, motivation, and delivery of goals or not. Rekha Borah explained that the way to start learning in slow learner students begins with apperception activities [8]. Based on the observation, the teacher usually performs preliminary activities (apperception) through question and answer about how and what is happening in the environment around the learner or also about how the daily activities. Teachers invite students to sing together and / or do various kinds of pats to foster motivation early in the learning process. During the research activity, it appears that teachers sometimes convey the subject or purpose to be studied, but sometimes they do not. Activities that occur at the core of learning in this inclusion setting the majority is not much different from other regular settings. Teachers carry out classical learning activities and do not look special treatment for slow learner learners. The delivery of material done by teachers in the classroom, among others, begins through various series of activities that involve observation, question and answer, doing the problem, then the teacher examines one by one tasks that have been completed by learners. The task for students is slow in learning and the other students are the same. Teachers also often instruct the division of learning groups to discuss the group tasks with a group of friends. The principle of learning while working in groups will help slow learner students to blend in and interact with other students during the learning and teaching activities so that it

is expected to foster the motivation of learners who experience delays in learning. When they are unable to complete the task properly, other members of the group will help. Thaka *et al.*, describes the principle of learning while working in groups is the principle of education of students who have special needs (including slow learner) [5]. The purpose of this principle is to serve as a guide to educate students slowly so that they can blend with the surrounding environment without any inferior / inferior. Meanwhile, according to Tarmansyah also added that the real teaching and learning activities that characterize the setting of inclusive class is the growth of mutual help and sharing their experiences. This can be done through group learning. Teachers should be able to create an interactive climate of interaction between students in groups and between groups.

Teachers visit to facilitate students with special needs including slow learner in elementary school where research came every Tuesday and Friday and handle six classes felt not maximal role and function. Moreover, sometimes the visiting teacher concerned does not go into every class. Visiting teacher services for children with disabilities in this inclusion school are less in line with the Permendiknas 39/2009 mandate which explains that the burden of teaching GPK at inclusive educational institutions is at least six hours per week [13]. So the teachers of the children with special needs in this school does not include the GPK but only included in the category of 'visiting teacher'. Students of second grade of elementary school is still so happy to play games. So when students are saturated learn, will be many students crowded and play to and for. Similarly, students slow learner, CM, ICP, OHP. Teachers often invite students to do various kinds of pat to focus concentration. In addition, teachers usually also invite students, hence they are happy and motivated to learn [9].

The method undertaken by the teacher learning is the lecture continued each other question and answer. This method is already listed in the RPP and used for all students, whether ABK or not, all the same. Triani and Amir explained that the lecture is a flexible method to be used on all students as well as economically [11]. Even so, for slow learner learners lectures should not always be used as a mainstay method because students are slow to learn sometimes experience symptoms of impaired concentration and lack of understanding in accepting an explanation of teachers who are verbally expressed without the help of any media [8]. While here, the teacher does not involve media innovation in the teaching-learning process except the whiteboard aids. Based on the principle of learning of the students of ABK including slow learner, Thaka *et al.*, stated that the need for the students' principles to help students to capture the information or the subject matter [5]. Although no specific individual learning program for students is slow to learn in class II or also the specific learner component for them, media innovation, methods, strategies, and other learning components are needed to support students' slow learning in inclusion classes. Sangita emphasizes that the good inclusion setting involves a variety of methods in various types that will generate high motivation and enthusiasm for learning. When teachers deliver the material in a more interesting, innovative, and collaborative way, such as the use of varied and interactive media then learners will be able to understand the material better [10].

Classical question-and-answer activities are one method that teachers always use every day. Through question and answer, learners will be encouraged to actively deliver answers orally. No exception with slow learner learners. Questions and answers will also increase the sense of PD (confidence) and courage to express public opinion for the students.

It has been repeatedly explained that all components of learning in this inclusion class are the same and uniform, whether for slow learners or other students. Still, Ramlakshmi explains that the curriculum in the regular school of inclusive duty is that in certain sections tailored and modified based on the needs analysis of students who have special needs in the regular class [7]. Slow learner student who is the object of research in the class concerned is still categorized able to follow the rhythm of teaching and learning process with others quite well so even the policy has not been using and implementing individual learning services as well as modification of the components used in teaching and learning process.

The final section, which includes closing learning activities includes the appearance of conclusion, evaluation and / or follow-up activities. The drawing conclusions are usually done through question and answer. Students will look enthusiastic when the question and answer session, even though it is at the end of teaching and learning activities.

However, the teacher does not provide evaluation questions at the end of the teaching and learning activities.

### C. *Slow Learner Learning Evaluation*

The assessment technique used is uniform either for slow learner or not. Triani and Amir in [11] suggested that the ABK assessment technique in the inclusion class is guided by the selected curriculum development model, for example if ABK participates in the regular curriculum in each school, the assessment technique used is similar to the one used at the school concerned. Also on report for children with regular curriculum, they will get regular models similar to others despite crew. However, according to Marthan, another opinion, namely on a set of inclusion classes, the evaluation techniques used are based on characteristics that have been adapted to the potential development of each student [12]. The only special slow learner service here is the addition of more time to work on the problem or also the task to finish after class hours have also ended the meeting of parents with special needs students with the school is done in two times each semester. The visiting teacher is not involved in the mentoring of the ABK students when following the extra time after the lesson.

In the class, there is no remedial activity. In fact, this program will facilitate slow learner learners in the process of understanding the lesson and to reach KKM. According to Marthan, improvement activities aim to achieve the goal of completeness in learning [12]. Kanan also added that remedial programs are a fairly effective strategy to help improve students' sluggish learning achievements [6].

It can be concluded that the class is included in the regular and regular class model without support. Kannan, *et al.* explain the notion of the model is that in the class, ABK students are in regular full time classes [6]. All crew services are the same as others. Those with special needs should

follow the regular classroom learning rhythm with the same learning support component. However, the reality is that the slow learner students still seem to have difficulty following the standard of learning.

Marthan added that such a model is a form of full integration. Type as above opens a good opportunity for the crew to be able to mingle and learn in the regular class. Marthan also explains the weakness that will occur in the inclusion class is that ABK must pursue the same standards with non-crew students. They will automatically be required to study harder to follow [12].

Tough when the learning process takes place. Teachers will also usually assign homework and/or other assignments. Homework or all students' assignments are the same, no exception for slow learner students [13].

## IV. CONCLUSION AND SUGGESTION

Slow Learner Learning Planning started concerned performs the analysis of the diversity of slow learner learners through communication done individually and based on the evaluation result. The supporting components used in the teaching and learning process listed in the slow learner learning implementation plan are uniform with other regular learners. In the core activities of teachers are usually apperception through question and answer, raises the spirit of learning through singing or pat, and sometimes convey the purpose of both oral / written. Teachers perform, however group learning with the same components for all students. The teacher invites students to draw conclusions in concluding activities through oral questioning. There is no evaluation in closing activities. Teachers usually give assignments to do at home, and they are the same for all students. For slow learner follow-up student that is holding additional time to complete the task after the lesson ended.

Classroom teachers should give special attention to slow learner students specially to foster learning spirit, differentiate assessment demands, and special services for slow learner. Teachers in the inclusion classes should also improve more intensive and effective coordination with various parties, i.e. special escort teachers and / or related parents who experience delays in learning. The school needs to evaluate the learning of the inclusion setting so it can be used for guidelines on improving the quality of learning out comes. The government is also at least required to evaluate the implementation of schools with learning settings.

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