

TEACHERS' STRATEGIES IN DESIGNING LEARNING FOR SLOW LEARNER STUDENTS AT SDN WIROPATEN SURAKARTA

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Abstract

This study describes the teacher's strategy in designing learning for slow-learning students at SDN Wiropaten Surakarta. The qualitative research method is data collection through interviews and observations. The research subjects included class teachers, special assistant teachers, and slow learner students. The results showed that teachers implemented various strategies, including modifications to time allocations, learning materials, and teaching and learning processes. Time allocation is modified by providing additional time outside of class hours. Learning materials are modified by simplifying the material and using visual media. Teachers pay special attention to the teaching and learning process and create an inclusive environment. The results also highlighted the cognitive, language, and socio-emotional aspects of slow-learning students. Students have difficulty understanding the material, but still try to focus. Some students experienced problems in reading due to a lack of support at home. However, social interaction in the classroom went well without discrimination. This study concludes that teacher strategies and environmental support positively affect slow learners' learning. This study recommends the need for teacher training, parental support, and an inclusive environment to improve the quality of learning.

Keywords: *Inclusive Education, Slow Learner, Learning Strategy*

INTRODUCTION

Inclusive education is one of the educational approaches that aims to provide equal learning opportunities for all students, including those with special needs, such as students *Slow Learner* (Rusmono, 2020). The concept of inclusive education requires adjustments in the learning process so that every student can access the material and develop their potential optimally. In Indonesia, the implementation of inclusive education still faces various challenges, especially in terms of effective learning strategies for students with different learning abilities (Muhibbin & Hendriani, 2021). Therefore, research on teachers' strategies in designing learning for students *Slow Learner* It is very important to support the success of inclusive education in elementary schools.

This research was conducted at SDN Wiropaten Surakarta, which has implemented inclusive education by integrating students with special needs, including *slow learner*, into regular classes. The main focus of the research is how teachers develop and implement learning strategies that are able to meet students' learning needs *Slow Learner* so that they can follow the learning process optimally. In this context, teachers not only play the role of teachers, but

also facilitators who must be able to modify various aspects of learning, such as time allocation, materials, and teaching and learning processes (Sopiati et al., 2023).

In understanding the characteristics of students *Slow Learner*, it is important to pay attention to the various aspects that affect their learning process. Cognitive aspects of students *Slow Learner* often exhibits limitations in information processing and short-term memory capabilities (Saragih et al., 2024). This can affect their ability to understand abstract concepts and solve problems. Therefore, an effective learning strategy needs to consider the learning style of students *Slow Learner* and provide appropriate support to help them overcome cognitive difficulties.

In addition to the cognitive aspect, the language aspect also plays an important role in the learning process for students *Slow Learner*. Some students *Slow Learner* may have difficulty understanding spoken or written language, which may hinder their ability to follow instructions and participate in learning activities (Saragih et al., 2024). It is important for teachers to use simple and clear language, as well as provide visual support or concrete examples to help students *Slow Learner* understand the subject matter.

Social and emotional aspects are also important factors that need to be considered in student education *Slow Learner*. Students *Slow Learner* often feel inferior or insecure because of the learning difficulties they experience (Fitriana et al., 2024). Therefore, it is important for teachers to create a safe, supportive, and inclusive learning environment, where students *Slow Learner* feel accepted, appreciated, and motivated to learn. Positive social interaction with peers and emotional support from teachers and parents can help students *Slow Learner* build confidence and develop social skills that are essential for future success.

Overall, teachers' strategies in designing learning for *slow learner students* at SDN Wiropaten Surakarta include modifying time allocation, learning materials, and teaching and learning processes that are tailored to student needs. Support from teachers, principals, and parents plays a very important role in creating an inclusive and conducive learning environment for *slow learner* students. This study provides an important overview of how inclusive education can be effectively implemented in primary schools, especially in supporting *slow learner* students to reach their best potential.

This research is expected to make a significant contribution to the development of inclusive education practices in Indonesia, especially in terms of learning strategies for *slow learner* students. The results of this research can be an input for teachers, principals, policy makers, and other related parties in an effort to improve the quality of education for all students, without exception. In addition, this research is also expected to provide inspiration for future

research on inclusive education, so that more good practices can be identified and disseminated to improve the effectiveness of inclusive education in Indonesia.

METHODS

This study uses a qualitative descriptive approach to understand in depth the teacher's strategies in designing effective learning for *slow learner* students. This approach was chosen because it allows researchers to delve deeply into teaching practices and the reasons behind the selection of certain strategies tailored to the needs of *slow learners*. The research participants consisted of special assistant teachers, classroom teachers, and *slow learner* students at SDN Wiropaten Surakarta who were selected based on teaching experience, involvement in learning planning, and direct interaction with *slow learner students*.

Data collection was carried out through structured interviews, observations, and documentation. Structured interviews are conducted using previously prepared guidelines to gather information about the learning strategies applied by teachers (Sukardi, 2014: 80). Observations are made in the classroom to observe the implementation of direct learning and interaction between teachers and students *Slow Learner* (Wardah, 2019). Documentation in the form of audio recordings of interviews and photos of observations in the classroom was used to strengthen the data obtained.

The collected data was analyzed using data triangulation techniques which included data reduction, data presentation, and conclusion drawing (Susanto et al., 2023). Data reduction is done to focus data that is relevant to the research objective. The presentation of data is carried out in a narrative manner to describe the learning strategies applied by teachers. Conclusions are drawn by connecting and comparing data from various sources to ensure the validity and consistency of research results. With this method, it is hoped that it can provide a real picture of inclusive learning practices at SDN Wiropaten Surakarta, especially in supporting students *Slow Learner* in order to achieve optimal learning outcomes.

RESULTS AND DISCUSSION

Slow Learner Students

Understanding of students *Slow Learner* In the context of this discussion, it refers to students who have a slower learning speed compared to their peers (Nurfadhillah et al., 2021). Students with these characteristics take longer to understand the subject matter, require repetition of concepts, and tend to have difficulty in complex or abstract tasks. Nonetheless,

students. *Slow Learner* not students who are mentally retarded; They have the potential to thrive and achieve the expected competencies with the right learning approach and adequate support.

Based on the results of interviews and observations, this study highlights that *slow learner students* at SDN Wiropaten show unique characteristics in cognitive, linguistic, as well as social and emotional aspects, which affect their learning process.

1. Cognitive Aspects

From the cognitive aspect, *slow learner* students at SDN Wiropaten have difficulty understanding the learning material, but they still try to focus and record the material well. The assessment standard for grade promotion is adjusted to the ability of *slow learner students*, although the graduation criteria are still the same as regular students because there are no special provisions from the Education Office. This shows that there are efforts by teachers to provide fair assessments and in accordance with the abilities of *slow learner students* without reducing the applicable graduation standards.

2. Language Aspects

In terms of language aspects, it was found that some *slow learner students* have difficulty reading which is influenced by the lack of facilitation from parents at home. However, students' motivation to learn can increase along with personal awareness and support from parents. This emphasizes the importance of the role of the family in supporting the learning process of *slow learner* students so that they can develop optimally.

3. Social and Emotional Aspects

Social and emotional aspects are also important concerns in inclusive education. Based on the results of interviews and observations, teachers and classmates do not treat *slow learners differently*. Good social interaction and a comfortable classroom atmosphere make slow learner students feel accepted and comfortable attending school at SDN Wiropaten. This inclusive environment supports the social and emotional development of slow learners, so that they can learn more confidently and without pressure.

Overall, the results of this study indicate that *slow learner* students have unique characteristics that need to be considered in the learning process. An individualized learning approach, support from teachers and families, and an inclusive school environment can help *slow learners* reach their potential optimally.

Teachers' Strategies in Learning

Learning strategy is a systematic approach used by teachers to facilitate the teaching and learning process so that learning goals are achieved effectively. Choosing the right strategy takes into account the characteristics of the student, the subject matter, and the resources available. Based on the results of interviews and observations, this study aims to explore the strategies applied by teachers in designing learning for *slow learner* students at SDN Wiropaten, Surakarta. The results of the study show that there are various approaches used by teachers to support students with below-average learning abilities.

1. Time Allocation Modification

The results of interviews with teachers at SDN Wiropaten show that there is a modification in the allocation of learning time between regular students and students with special needs. Initially, learning for students with special needs was carried out entirely outside the regular classroom, but now the students are participating in the same class as regular students. To overcome the difficulty of understanding the material, the teacher provides special re-learning outside of the main lesson hours. This shows that there is flexibility in setting learning times that are tailored to the needs of *slow learner* students so that they can understand the material better.

2. Modification of Learning Materials

Modification of learning materials is also the main strategy implemented. Teachers create a curriculum tailored specifically for students with special needs by using simpler learning methods and engaging learning media, such as pictures. For example, in mathematics learning, the questions given to regular students are different from the questions given to *slow learner* students, which are adjusted to their abilities. This modification aims to make it easier for *slow learner* students to understand the material so that they do not feel left behind compared to regular students.

3. Modification of the Teaching and Learning Process

The teaching and learning process is also modified by providing special services for *slow learner* students. Teachers and principals actively facilitate the needs of students with special needs by paying more attention and holding socialization to students' parents to create a good understanding of inclusive education. This activity also aims to avoid conflicts between parents of regular students and students with special needs and create an inclusive and supportive school environment. The attitude of solidarity between teachers in supporting *slow learner students* is one of the important factors for the success of inclusive education in this school.

The strategy of modifying the allocation of time, materials, and teaching and learning processes shows the teacher's commitment to meeting the needs of *slow learner students*. Support from principals, teachers, and parents creates an inclusive learning environment. However, this study also highlights the importance of the role of the family in supporting the learning process of *slow learner* students. Lack of facilitation from parents can be an obstacle to the development of students' reading skills.

These findings are in line with previous research that emphasized the importance of individualized approaches and social support in student education *Slow Learner* (Nurfadhillah et al., 2021). An inclusive and supportive environment can boost students' confidence and motivate them to learn.

This research provides important implications for inclusive education practices. Schools need to provide training and support to teachers so that they can design effective learning for *slow learners*. In addition, cooperation with parents and the community needs to be improved to create a holistic and inclusive learning environment. Further research is needed to develop inclusive education models that are sustainable and responsive to the needs of *slow learner students*.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research on teachers' strategies in designing learning for *slow learner* students at SDN Wiropaten, Surakarta, it can be concluded that teachers have made various adjustments to meet the learning needs of students. These adjustments include modifying time allocation, learning materials, and teaching and learning processes. Teachers give extra time and re-learning to *slow learners* so that they can understand the material better. In addition, the subject matter is also simplified and delivered with the help of visual media to facilitate student understanding.

In the implementation of learning, teachers provide special services and strive to create an inclusive and comfortable classroom environment. Cooperation between teachers, principals, and parents is also well established through socialization and regular communication, so that a common understanding is created about the importance of inclusive education. In terms of cognitive aspects, *slow learner* students still have difficulty understanding the material, but they still try to follow the learning well. In terms of language, the main barrier comes from the lack of parental support at home, although motivation to learn

can increase over time. Meanwhile, from social and emotional aspects, *slow learner* students feel accepted, do not experience discrimination, and can interact well with classmates and teachers.

Overall, the strategies implemented by teachers at SDN Wiropaten have supported the creation of a friendly and inclusive learning environment for *slow learner students*, although there are still some challenges that need to be overcome, especially related to support from the family environment.

Suggestions

Based on the findings of this study, several suggestions can be given to improve the quality of learning for *slow learner* students. First, teachers are expected to continue to develop creativity in modifying materials and learning methods to be more varied and in accordance with the needs of students. Second, schools need to provide regular training and assistance to teachers on inclusive learning strategies, so that teachers are better prepared to face challenges in mixed classes.

Furthermore, the role of parents is very important in supporting the child's learning process at home. Therefore, schools are expected to strengthen communication and cooperation with parents through socialization and mentoring activities. Thus, parents can better understand their children's needs and provide optimal support.

Finally, it is important for all school residents to continue to maintain an inclusive, discrimination-free environment, and support the social and emotional development of *slow learner* students. With good collaboration between teachers, schools, parents, and students, it is hoped that inclusive education at SDN Wiropaten can run more effectively and provide real benefits for all students.

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